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ABSTRACT

This study compared the long-term employment and educational status of disadvantaged youth who had received employment counseling at the Peterborough (Ontario) Employment Planning and Youth Career Centre (EPYC) in 1982-1983 with the status of youth who had not. EPYC subjects were 40 females and 64 males, 43 of whom had less than a grade 12 education. Control subjects were 51 females and 48 males, 53 of whom had less than a grade 12 education. All subjects completed telephone and mail questionnaires on their employment and academic histories between 1982 and 1987 and the maximum rate of pay earned; their use and perceived value of various job search strategies; their reasons for terminating past employment; advice they would give youth; and basic demographic information. The results identified few, if any, longer-term positive effects for EPYC clients relative to controls. The control group exceeded the EPYC group in percentage of time employed, length of time per job, and current hourly wages. Each group spent equal lengths of time in school or other training since 1982, upgrading their academic and work skills. They also shared equal levels of high school education, suggesting that factors other than educational level may be impacting on EPYC subjects' chances for success in the marketplace. The findings point to a need for continuing research in the area of employment counseling for disadvantaged youth. Three pages of references are included. An annotated bibliography from the Youth Employment Program Evaluation, the telephone survey questionnaire, the mail survey questionnaire, and 9 bar graphs are appended. (NB)

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The Long Term Effect of Employment Counselling on Disadvantaged Youth:

A Four Year Follow-Up Study

A Report to

The Counselling Foundation of Canada

Peterborough Employment Planning and
Youth Career Centre (EPYC)
Peterborough, Ontario

January, 1988

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The Peterborough Employment Planning and Youth Career Centre (E.P.Y.C.) wishes to gratefully acknowledge the sponsorship of the Counselling Foundation of Canada in the completion of this research paper and literature review examining the impact of employment counselling services on disadvantaged youth.

THE LONG TERM EFFECT OF EMPLOYMENT COUNSELLING ON DISADVANTAGED YOUTH: A FOUR YEAR FOLLOW-UP STUDY

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Report compiled and produced by the Peterborough Employment Planning and Youth Career Centre, a privately incorporated non-profit agency and an Ontario Youth Employment Counselling Centre receiving partial funding from the Ontario Ministry of Skills Development, The Honourable Alvin Curling, Minister.

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INTRODUCTION

ONTARIO YOUTH EMPLOYMENT COUNSELLING CENTRES AND SERVICES (OYECC/Ss)

Community based Youth Employment Counselling Centres/Services were established in 1981 by the Province of Ontario in response to the difficulties youth were experiencing in finding employment. Six Centres were already in service at this time and served as models for the initiative. The Centres were designed to provide career and academic counselling, job search and job retention skills training to disadvantaged youth under the age of twenty-five who faced barriers to employment.

The program has now evolved to include 67 Centres/Services throughout the Province, serving both rural and urban areas. The Ministry of Skills Development, Youth Employment Services Branch is responsible for monitoring the program and provides half of the funding for the Centres/Services on a matching basis.

PETERBOROUGH EMPLOYMENT PLANNING AND YOUTH CAREER CENTRE

The Peterborough Employment Planning and Youth Career Centre (E.P.Y.C.) is a privately incorporated, non-profit organization which opened in February 1982 in response to the Peterborough community's perceived need for a facility to assist disadvantaged youth in gaining entry to the labour market. The Centre was developed by an advisory group and supported by the Greater Peterborough Economic Council in co-operation with the City of Peterborough, Sir Sandford Fleming College, The Counselling Foundation of Canada, local business, labour unions, education and service agencies. One half of the annual operating costs are raised through the community while the other half is supplied on a matching basis by the Provincial Ministry of Skills Development.

The Centre's mandate is to provide career and academic counselling, job search skills and job retention skills to disadvantaged youth normally under the age of twenty-five, who are out of school and out of work. This includes, but is not restricted to, early school leavers, high school drop-outs, parolees, natives, single parents, welfare recipients and disabled individuals. All of the services are provided free of charge to clients.

In addition, it is E.P.Y.C.'s mandate to assist in the improvement of existing programs and services and to develop new programs designed to assist young people in obtaining employment.

Counselling is offered in three different styles to accommodate the needs of youth; one-to-one counselling, Job Search Workshops and informal group/informational meetings. At the counsellor's discretion the counselling process may also be enhanced by the use of a variety of interest surveys, academic achievement tests and/or personality tests.

The Centre is concerned with both the short and long term goals of clients and adapts the counselling process/program to meet the individual needs of clients. For instance, the job search skills training component is designed to teach the individual how to select and find a permanent job appropriate to the individual's education, interests and skills. Once learned, these skills will assist clients in obtaining new jobs both in the short-term and in the future. This approach is based on the adage "if you give a man a fish he will eat for a day, if you teach a man to fish, he will eat for a lifetime".

The Centre, like other Youth Employment Centres, prides itself in focusing on individual client needs. Since the majority of clients have been through the 'system' (educational, social service) with little success, E.P.Y.C. has developed a non-institutional, comfortable, results-oriented environment. Encouragement and rapport are provided not only in the initial contact and counselling process, but also with the clerical and support staff interactions with clients. Since the majority of clients arrive as a result of word-of-mouth referrals from peers and friends, it is believed E.P.Y.C. has been successful in providing a supportive and results oriented environment. The remaining referrals are made through fee-for-service contracts and the co-operation of local social service agencies, plus media advertising.

Since its inception, the Centre has registered over 3800 young people, of which 75% or more have gained employment or returned to school. In addition to the counselling service offered by the centre, E.P.Y.C. has also been responsible for the administration of provincial work placement programs funded by the Ontario government, including; Winter Experience Program, Youth Works, Work Experience Program and most recently the FUTURES Program. Each of these programs has provided full wage subsidies for disadvantaged youth placed in training positions with employers in the private or public sectors.

To monitor clients' progress after obtaining employment (subsidized or unsubsidized) or entering an educational program, clients are contacted by their counsellor 3 months following placement. If they are no longer in the jobs/programs, clients are invited to return to E.P.Y.C. for additional assistance.

The concern for program effectiveness and client success has encouraged the Centre to conduct various in-house research programs. Their purpose is to evaluate the effectiveness of ongoing programs and develop new means of assisting youth to develop the skills necessary to select, find and hold a permanent job. Previous in-house evaluations have looked at: a) the effectiveness of counsellor telephone calls to clients to remind them of their appointments, as a means of reducing 'failure to return' (FTR) rate; b) the employment rates of clients 6 months and 12 months after Centre contact, including the differences between clients who terminated after one visit versus those who had two or more visits, plus, the client rated effectiveness of services (i.e. job search counselling, career counselling, job retention counselling and support services).

SOCIAL CONCERNS: VIEWPOINTS

When examining the impact of youth unemployment from a societal perspective two points must be considered: 1) the incidence of youth unemployment is acknowledged as being twice that of the general population (O.M.C. 1987); and 2) documented evidence indicates that the negative impact of youth unemployment is perceived by many as the number one societal problem of today (Johnson, 1986; Kornblum and Williams, 1985).

Where entry into the full-time labour market is considered a young person's 'coming of age', the delay of employment can be devastating in terms of self-esteem, future planning and financial independence. The ensuing implications for society are similarly severe. The results of this initial instability after leaving school may determine employment success/failure rates of the individual for many subsequent years. The main focus of concern centres on the sub-group who are not returning to school and who experience excessively high unemployment rates (OECD, 1984).

Community

Communities often recognize the problem of youth unemployment in a global manner in which there is a great deal of ambiguity. From one perspective, as the unemployment rate rises the community sees a corresponding increase in the costs of welfare and Unemployment Insurance (UI) while the tax base decreases.

There is also an increase in the number of hospital admissions, crime rate, suicide rate and alcohol/drug related problems. These measurable indicators define unemployment as a problem and result in members of the community imploring the government to intervene and decrease the unemployment rate.

FACTORS AFFECTING YOUTH PARTICIPATION IN THE LABOUR MARKET

Youth unemployment is a complex issue, comprised of a number of factors which impact on the success or failure of a young person to obtain and retain a position in the labour market. Several issues have been reviewed in the literature and proposed as significant variables in dealing with unemployment, including: youth attitudinal variables, parental influence and economic status, educational status, employer attitudes/selection criteria, economic factors and the impact of part-time employment, plus employment programs.

Youth Attitudinal Variables

In reviewing attitudes of youth towards employment most researchers describe the stigma of unemployment for youth as being "personally depressing and demoralizing". For youth, employment is perceived as a means to gain independence, a confirmation of adult status, as well as an essential component of self-fulfillment. Failure to achieve suitable employment leads to discouragement and disillusionment regarding future goals. Due to high levels of youth unemployment, young people suffer disproportionately from the latter (OECD, 1984 ; Johnson and Reitz, 1981; Johnson, 1986; Henjum, 1982; Sarda and MacDonnell 1975).

A negative and isolated opinion appears in a study by (Johnson and Reitz, 1981), discussing the Ontario Career Action Program. It states that unemployment may be attributable to the attitude of youth who have unrealistic aspirations and are willing to take jobs which are available.

There is little evidence to support the misconception that youth are not committed to working. In addition, low wages do not stop youth from entering the labour market (Johnson and Reitz,

1981) as frequently as lack of job opportunities suitable to youths' aspirations. In addition, youth did not strongly support the belief that receiving Unemployment Insurance is acceptable. It has been proposed that a major factor in determining success in the labour market is whether a worker is internally or externally motivated (Andriseni, in Hamilton, 1982 p.6). Externally motivated workers perceive their actions/results to be controlled by circumstances or factors external to themselves, whereas internally motivated workers attribute their success/failure in the labour market to the result of actions which they have influenced/exerted control over and for which they are responsible.

Andriseni found that individuals who are internally motivated are likely to gain more in earnings, be more likely to advance in their occupation and be more successful overall. He related internal orientation to subjects' perceptions of their own initiative and level of self control using the Rotter Scale Items. It was determined that a beneficial work experience can have a positive influence on peoples' sense of self control over their destinies, which in turn can contribute to greater success in the labour market. It would be reasonable to assume the inverse is true, which is the situation many youth find themselves in. Poor work experiences may diminish youths' sense of self control and lead to failure in the work place. The goal of youth counselling is to increase the chances of youth having beneficial work experiences.

Parental Influences

Researchers have examined the relationship between youth unemployment and family background, attitude, income, education and parental work record. The findings generally confirm a strong correlation between parental educational levels, social standing and youth employment rates (Johnson and Reitz, 1981; Betsey et al., 1985; Johnson, 1986; Sarde and MacDonnell, 1975).

Hamilton (1982) indicated that "behaviours that are valued and rewarded in low income and minority subcultures in the irregular economy are hindrances to employment in the regular economy". Moreover, the problem tends to perpetuate itself from generation to generation.

Research has indicated that those who experience high rates of unemployment as adults also experienced frequent and prolonged unemployment as youth. Parents from such homes are only marginally attached to the labour market and are unable to socialize their children properly for success in the labour market. To break this cycle of unemployment it is necessary to develop

and implement early positive preparatory interventions for those identified as most in danger of long term chronic unemployment.

Lower work ratios (the number of months worked /number of months in the labour market) are reported for youth whose parents occupy a lower social position and who themselves have less than a high school education (Johnson and Reitz, 1981). Youth who intend to finish their education at high school and not progress to post-secondary education are more likely to have parents employed in manual or clerical occupations than those intending to pursue further education (Johnson, 1986). Sarde and MacDonnell (1975) report that middle class families can persuade a child to achieve, while for lower income families, aspirations tend to be lower. Lowered aspirations limit the goals a youth may set and realistically achieve, resulting in underemployment, frustration and lack of success in the labour market.

A secondary factor which is less influential on work ratios is whether or not the youth is living with his/her family. Johnson and Reitz (1981) found that the work ratio of youth living at home is roughly the same as the overall average for youth. This would appear to indicate that work values and aspiriations are carried into the labour market despite one's living arrangements. It is noted that those living away from the family may lose the benefit of family networks which are valuable in obtaining job leads and opportunities, but may establish an alternate network which may be more appropriate for their career goals.

Educational Status

It is impossible to examine the problem of youth unemployment without looking at the effect of the educational level on labour market success. Numerous studies have shown a strong inverse relationship between level of education attained and the incidence of unemployment among out-of-school youth (O.M.C.,1987; Sarde and MacDonnell, 1975; Johnson and Reitz, 1981; Hamilton, 1982). Higher education levels are considered an excellent predictor of potential for success in the labour market.

In 1985, out-of-school youth accounted for 46.5% of all youth in Ontario (O.M.C., 1987). Most of these youth left school with little information about the labour market with which to make informed choices regarding occupational directions. As a result, early school leavers have the hardest time keeping a job, have lower work ratios and significantly shorter terms of

employment (Johnson and Reitz, 1981). It is argued that partial or even a complete high school education is inadequate in today's world (O.M.C., 1987).

Students leave the school system for a number of reasons, the foremost being bad grades. At the time of school leaving, drop-outs are ill-prepared to cope with the intricacies of the labour market and are unlikely to listen to the advice of a guidance counsellor. The O.Y.E.C.C., which is non-school related and responsive to the needs of the drop-out, has a greater probability of success in job search counselling and goal setting with the youth. In a study by Sarde and MacDonnell (1975), high school principals agreed that youth employment counselling centre services benefitted a significant sector of youth who otherwise, once out of the school system, would receive no career counselling or job search assistance.

Most of the drop-out population have few plans other than wanting 'any' immediate job. It is believed that strong constructive counselling soon after school termination can assist youth in acquiring skills which will allow them to compete more effectively in the labour market.

Employers' Attitudes

Since employers' hiring practices influence, to a large extent, the number of youth entering the work force, it is important to consider employers' perceptions and expectations of young workers.

In a survey of 4500 Ontario businesses conducted by the Canadian Federation of Independent Business, and reported by Kenneth Kidd in the Toronto Star (September 5,1987), 35% of Ontario employers identified the "willingness to work" as the single largest barrier to hiring young people. The second largest barrier was the "lack of necessary skills" (31%), and only 24% of employers stated they had no difficulty finding competent help. Employers were also critical of the apprenticeship system which they feel does not provide small business with the personnel it requires, and after training an apprentice, the person is likely to go elsewhere.

Johnson (1986) has shown that employers feel youth have poor attitudes towards work and that social benefit programs are too generous, providing a disincentive for young people to work. Employers also tend to prefer hiring job candidates who have relevant work experience (Hamilton, 1982). The work experience is perceived by employers as being evidence of productivity.

Employers do much of their hiring through friends and relatives (networking) and put a great deal of credence on appearance and self-presentation during an interview. Employers' expectations include that an employee:

- be literate
- have specific skills/knowledge
- have a good attitude
- be willing to be accountable for his/her behaviour
- be punctual and diligent
- have responsibility and maturity

As employers frequently feel most young people applying for even less skilled jobs do not possess these qualities, they look to hire older more mature/experienced workers whenever possible, neglecting the potential of youth.

Economic Factors

In seeking to understand youth employment, the literature reveals that both positive and negative factors have been examined. Primary among these are the economic factors which determine the rate of employment. There is discussion as to whether unemployment is a factor of non-demand deficient labour markets, meaning there is work available but there are not enough skilled workers to perform the required work, or, whether it is a demand deficient market where there is an availability of workers, but no work to perform. Regardless of which view is accepted, young unskilled workers are least likely to find suitable employment. Betsey et al. (1985, p.53) estimated that at a macro-economic level, a 1% increase in unemployment in the labour market will result in a change variously estimated between 1.5 % and 3.4% in the unemployment rate for youth.

A secondary impact of the increase in unemployment, is an increase in the amount of part-time work available as the only option for youth wishing permanent entry into the labour market. For many youth, part-time employment becomes discouraging and they withdraw from the market altogether (O.M.C., 1987). The resulting levels of underemployment and out-of-the labour-market youth represent the youth who are not counted in the general estimates of unemployment. As Johnson and Reitz (1981) state," the unemployment rate is merely the tip of the iceberg".

On the other hand, part-time work has been shown to be beneficial when combined with education. A positive correlation between hours worked while in school and wages in later employment was found by Betsey et al., (1985 p. 64).

Interestingly, the impact of early employment on wage rates four to five years later was actually more pronounced for youth with lower levels of education (Betsey et al., 1985 p.64) although there is a peak after which there are diminishing returns. The benefits are felt to result from the enhanced practical knowledge and attitudinal maturity gained by the student/worker in combination with literacy skills.

Employment Programs for Youth

Employment programs for youth in Canada began to increase in the late 1970's in response to dramatic increases in youth unemployment rates.

To date, the goal of most programs dealing with young unemployed individuals has been to help them develop and make better decisions regarding their short and long term career goals, while also providing appropriate technical skills or upgrading skills. The thrust of programs is not immediate placement, as this contravenes the concept of Vocational Counselling and does not necessarily benefit the youth in the long run (Henjum, 1982).

EVALUATIONS OF YOUTH EMPLOYMENT PROGRAMS

The successes of youth employment programs are uncertain as few program evaluations have been published. An attempt has been made, however, to identify factors believed to impact on program effectiveness.

Many researchers feel the development and success of any youth employment program is dependent on: upgrading of basic educational skills prior to placement; an understanding of the appropriate behaviours and attitudes required to perform in a work setting and; general or specific work related skills. Counsellors face a challenge in being aware of hidden attitudinal characteristics and of the job readiness of participants before placement. Counsellors must take into account the perceived and actual differences in social attitudes, motivation and ability (Betsey et al., 1985) as the quality of counselling has an important effect on the ability of the young person to compete in the labour market.

In addition, the image of programs within the communities they are designed to serve is thought to be critical. Programs may have difficulties attracting and retaining new clients because they are perceived negatively by the target group. This may arise for a variety of reasons. The most frequent explanation is that youth who have not succeeded in the program, or who have terminated and did not obtain employment, denigrate the program to their peers as ineffective and a waste of time, thereby reducing enrollment by those who might conceivably succeed (Anderson in Betsey et al., 1985 p.357).

Also, program participants may be seen as having low social status. The stigma of the program being only for "failures" affects the clients, staff and recruitment for the program. There already exists a chronic problem in recruiting out of school youth and in particular drop-outs, to job assistance programs. Any additional negative feelings regarding employment programs can severely reduce program effectiveness.

Conversely, it is also questioned whether some programs select and recruit only the 'best' of the disadvantaged applicants in order to skew the results of the program evaluations favourably (Betsey et al., 1985 p.7).

The quality of counselling also impacts on the effectiveness of a program. Low wages in the vocational counselling field frequently result in high staff turnovers. This reduces client-to-counsellor continuity and prevents benefits to the program of counsellors' "seasoning". Anderson (in Betsey et al., 1985 p. 363) indicates that the quality and stability of program staff are important factors in the operation of youth programs yet they are "constrained by the instability of funding and ...an environment of discontinuity and impermanence."

In summary, there is little conclusive evidence regarding the effectiveness of any one program. However, it is important to note, "that lack of evidence of effectiveness is not synonomus with lack of effectiveness",(Betsey et al., 1985 p.107). As suggested earlier, inadequate funding explains a portion of the problem. Also, however, there are concerns with the quality of evaluations which have been undertaken. For a detailed review of program evaluations and results, refer to the Annotated Bibliography, Appendix A.

THE ROLE OF RESEARCH IN YOUTH EMPLOYMENT

The need for credible and valid research is stressed by Elmore (in Betsey et al., 1985) who states:

> "ordinary research is a prior condition to the creation of scientific knowledge...investing in useful knowledge, then, entails investing as much in simple information, practical intelligence, and networks of communication as in research and evaluation (p.344) ...if political and administrative systems fail to accumulate ordinary knowledge, they will, with absolute certainty, fail to accumulate scientific knowledge." (p.339).

The importance of valid research needs to be addressed by all youth serving agencies and an overall framework for the research, design and implementation of programs be developed. In instances where it is not feasible to evaluate the whole program, methods should be developed to measure components of the program.

Ideally, research will both precede and follow the implementation of employment programs to aid disadvantaged youth. Initially, it is important to define who the client group is and identify their needs. Building on this information, a program may be more effectively designed and implemented. Lastly, proper evaluative techniques and follow-up are required to develop a better understanding of "what works best for whom" (Betsey et al., 1985 p.28).

Methodological Concerns and Recommendations of Previous Researchers

It is strongly recommended that a reasonable amount of time for planning, attention to research standards and design be recognized and explicit in any agencies' evaluation policy (Betsey et al., 1985, p.17). One concern deals with the lack of follow-up of programs and the lack of data collected over a sufficiently long period. Too often, evaluation for effectiveness occurs 3 - 8 months after program completion. Early evaluation may catch some of the immediate effects of a program but miss the important long term effects which may not surface until much later. Betsey et al. (1985, p. 94) suggests it may take 5 - 10 years for the lasting effects of a program to appear, a period sufficient for the youth to mature, while others recommend data be collected for a minimum of two years following program completion (Betsey et al., 1985 p. 31).

A particular area of difficulty for researchers attempting to measure the effectiveness of youth employment programs, is the establishing of appropriate Control groups. Much discussion has

revolved around this issue (Betsey et al., 1985; Bennett, 1985; Henjum,1982). Concerns have been expressed with the difficulty of matching control to treatment groups, as attitudinal variables are not likely to be measured. Therefore, random placement of subjects in a treatment group may not ensure that subsequent changes, or lack thereof, are attributable exclusively to the treatment administered. Such methods have raised some ethical as well as selection bias questions. Examples of poorly utilized "control" group research may be found in the variance of results from analysis of data collected by the National Longitudinal Survey (NLS) and the Current Population Survey (CPS) using longitudinal information. While recognizing the difficulty in establishing proper control groups, Betsey et al. (1985) stress the need to do so in order that valid data may be collected and analysed. He proposes a set of guidelines for researchers utilizing Control groups which may be found in Betsey et al. (1985, p.17).

To summarize the problems encountered:

a) lack of randomly selected control groups
b) use of comparison groups who differed from the treatment group to begin with or were treated in some way
c) variations in treatments received by different individuals
d) lack of research into longer term effects of program participation.

Additionally short-term funding and the instability of grants in the field of Vocational Counselling contribute to inadequate research and follow up. The American Youth Employment and Demonstrations Projects Act (YEDPA Program,1978-1981) is cited as an example of the effects of inconsistent funding. With a change of government the program funding was abruptly terminated resulting in inadequate follow-up and evaluation providing only minimal amounts of valid information.

The YEDPA (1985) report was particularly adamant regarding the need for improved and co-ordinated research efforts. The committee commissioned to compile the data from the YEDPA years discovered that only 26% of the reports submitted were of high enough quality to be considered for evaluation under research standards (Boruch in Betsey et al., 1985, p.232). That is not to imply that the remaining 70% were poor programs, but rather, due to faulty design and methodology, their effectiveness will not be known with any degree of certainty.

THE LONG TERM EFFECT OF EMPLOYMENT COUNSELLING ON DISADVANTAGED YOUTH: A FOUR YEAR FOLLOW UP STUDY *

RATIONALE FOR THE PRESENT STUDY

Despite previous in-house evaluations, E.P.Y.C. has never undertaken a long-term, follow-up study, nor has E.P.Y.C. been able to conduct a study comparing E.P.Y.C. clients to a Control group. This kind of control comparison can provide a more objective measure of the impact of E.P.Y.C.'s services on clients 'employability' than can subjective reports from clients.

The search for measurable effects of counselling is needed in the vocational field as a whole. In Canada, little research has been conducted on the long-term effects of employment counselling with disadvantaged youth, who as a group are frequent recipients of government funded programs for vocational enhancement. In Ontario, 67 youth employment centres for disadvantaged youth are currently in operation, with more projected to open.

The current study will provide preliminary information on the long-term impact of short-term employment counselling intervention with disadvantaged youth. Considering the number of variables associated with the provision of employment counselling, there was no illusion of providing a definitive, comprehensive study. It is hoped that the results of this study will assist in establishing a baseline of research information which may stimulate and encourage further research. It is noted that scientific research is a necessary component of progress, and there has been very little empirical work done relating to the impact of youth employment services.

The current study will compare former E.P.Y.C. clients with a Control group, in an attempt to provide a more objective measure of the impact of E.P.Y.C.'s services.

1) The comparisons between groups of primary interest include:
   a) length of time employed
   b) current rate of pay earned
   c) length of time spent in school or other training
   d) length of time per working condition.

2) What do E.P.Y.C. and Control respondents identify as "most needed" skills/help for unemployed youth.

A secondary set of questions were included to collect additional data for future analysis.

In addition to the research project, an extensive review of the literature pertinent to vocational counselling/programs for youth was conducted (see Appendix A for Annotated Bibliography). This information will be useful to those interested in conducting their own research, or, designing future youth employment programs. The results identify a variety of program dimensions/ concepts found to be either promising or ineffective. Ultimately, it is hoped that a Vocational Counselling Library may be established where information on research, counselling, programs and government evaluations could be accessed by researchers and program designers.

* The current research was funded by the Counselling Foundation of Canada and conducted by the Peterborough Employment Planning and Youth Career Centre.

METHOD

DESIGN

The current study compared the long-term employment and educational status of disadvantaged youth who had received employment counselling at the Peterborough E.P.Y.C. Centre in 1982-1983 versus youth in a Control group who had not received counselling. Secondary information was obtained on subjects' attitudes and beliefs regarding youth employment services and the workforce.

ANTICIPATED PROBLEMS AND SOLUTIONS

There were a number of particularly challenging features to a study of this type. Some of the more obvious are discussed below, along with E.P.Y.C.'s plans to minimize them.

Difficulties with the Client Group Survey

E.P.Y.C.'s previous studies suggested that a subset of the client group would be difficult to "track", because they are quite mobile, change jobs frequently and are without telephones. While it was anticipated that a respectable sample size could be achieved, there remained concerns about the characteristics of this "hard to contact" group. For example, did these tend to be the highest-need clients and/or the most successful, who move away because of job offers?

This problem was lessened with the introduction of the Control group, since the same constraints would operate within both groups. In other words, though E.P.Y.C. may not have been working with a complete range of former clients, the Control group would be "incomplete" in the same way. Thus the comparison between groups was assumed to still be valid.

Other factors which could act as confounds in the study and warranted particular attention were:
1. Other Employment Services: Respondents from either the E.P.Y.C. or the Control group may have received other employment counselling services. It was possible that some Control-group respondents would also have been E.P.Y.C. clients. A short screening question in the survey checked for this possibility.

2. Age Differences: We would be unable to match the age-range of E.P.Y.C. clients (16-24 years) with the Control group without going so far back in time that the chances of contact would become minimal. This left the possibility that E.P.Y.C. clients would show differences as a factor

of age. To control for this and expand the age range of respondents, students in the Control group who left high school in 1980-82 were included in the study .

3. Uncertainty of Respondents' Memory: It was anticipated that four to five years was a long time to expect past clients to remember much detail about E.P.Y.C. and the services they received, plus, recall dates that previous jobs began and terminated. To help alleviate these problems, the interviewer attempted to lead a respondent backwards in time through each of their jobs to allow better recall of detail.

SAMPLING

E.P.Y.C. Sample

The sample of E.P.Y.C. clients was drawn from registration information for the years 1982-83, selecting those clients who had two or more visits. Former E.P.Y.C. clients were drawn from those who registered after April 1982. This was to allow for a "settling-in" period after the Centre opened in February 1982 as some program components were developed or refined during that period.

There were 104 subjects with the sample comprising of 40 females and 64 males. The mean grade level was 11.59, with 43 subjects having less than grade 12 education.

Control Sample

The Control subjects were drawn from the files of the Peterborough County Board of Education. Students who had withdrawn from high school in the years 1980-82 before completing grade 12, plus, graduates from the same time period were sampled. The years 1980-1981 were included to expand the age ranges of respondents to more nearly match those of E.P.Y.C. clients.

Ninety-nine subjects were represented in the control sample. Fifty-one were females and 48 were males with a mean grade level of 11.07. Fifty-three of the Control subjects had less than grade twelve.

Counselling Treatment (1982-1983)

All subjects in the E.P.Y.C. sample received counselling in 1982-83. Their average number of visits was 4.8. Clients received one or more of the following types of counselling, on a one-to-one basis and/or in a group:

1) Job Search Counselling: Learning the skills necessary to conduct an effective job search. Included in this type of counselling are resume preparation, use of networking, enhancement of self-presentation skills, development of telephone and walk-in scripts to enquire about prospective job openings and interview preparation.

2) Career Counselling: Identifying appropriate career goals suited to clients' interests, aptitudes and values using psychometric tests in combination with discussion.

3) Educational Counselling: Identifying secondary and post-secondary programs suited to clients' abilities and interests.

4) Job Retention: Counselling on job holding techniques. This includes such skills as receiving and giving constructive criticism, learning to take initiative and the general development of good work habits.

5) Other: Referrals to existing provincial work placement programs.

Table 1 displays the percentage of each type of counselling received by subjects in the group in 1982-83.

Table 1

Percentage of Counselling in 1982-83

Job Search	Career	Educational	Job Retention	Other
92	19	14	10	27

DATA GATHERING TECHNIQUES

Subjects from both groups were initially contacted by phone for participation in a telephone survey, following which they were mailed a written questionnaire with additional questions. Respondents were assured that their responses would remain confidential. Both questionnaires were pre-tested on 10 subjects before finalizing.

Telephone Survey Questionnaire

The telephone survey was the main method of data collection. It included short, easy-to-answer structured questions. Questions were designed to provide much of the "hard" data, such as subjects' employment and academic histories between 1982 and 1987 and maximum rate of pay earned.

Both groups were contacted by telephone during an 8 week period between April and June 1987 by a research assistant. Less than half of the eligible subjects in both groups were able to be reached by phone. However, due to the large number of eligible subjects in both groups, the target sample sizes were still achieved. The remainder had moved and/or their phone numbers were no longer in service. The average length of time per telephone interview was 9.75 minutes. Upon completion of the telephone survey, subjects were requested to participate in the mail survey. Refer to Appendix B for complete Telephone Survey.

Mail Survey Questionnaire

The mail survey questionnaire, appropriate to the literacy level of survey respondents, was used as a "second stage" to the interview. It included questions requiring more thought or questions which were too complicated to ask on the phone. During coding, open-ended questions were closed and categorized under one of several headings by E.P.Y.C. counselling staff to allow for analysis. Responses were intended to provide additional information on subjects' use and perceived value of various job search strategies, their reasons for terminating past employment, advice they would give youth and basic demographic information. Refer to Appendix C for complete Mail Survey.

Data Analysis

Data from both the telephone and mail surveys was hand-coded by E.P.Y.C. staff and entered into the VAX computer at Trent University. The S.P.S.S. statistical software package was employed to perform a number of analyses.

RESULTS

TELEPHONE SURVEY

Preliminary analysis of the telephone data indicated that the E.P.Y.C. and Control groups were significantly different on school leaving year (Means = 80.25 and 81.41 respectively, $F(1,197) = 23.6$, $p<.001$). To equate for school leaving year, only respondents who quit school from 1979 onward were included in further analyses. This left 79 in the E.P.Y.C. group (31 females and 48 males) and 97 in the Control group (51 females and 46 males). The mean school leaving years for the E.P.Y.C. and Control groups in the revised samples were not significantly different (Means = 81.2 and 81.3 respectively, $F(1,173) = 0.951$, $p>.05$. The E.P.Y.C. group, however, was still significantly older than the Control group (Means = 24.5 and 23.7 years respectively, $F(1,173) = 11.5$, $p<.001$). Rather than reduce the sample size further, age was controlled for statistically by covarying out the effects of age in all subsequent analyses.

The following basic measures were tabulated for the revised E.P.Y.C. and Control groups:

1. Total months covered (TMC) - the total number of months for which the respondent was able to provide a history.
2. Employment full-time (EFT) - the total number of months (to the nearest half month) that the respondent was employed full-time.
3. Employment part-time (EPT) - the total number of months (to the nearest half month) that the respondent was employed part-time.
4. Number of full-time conditions (NFTCOND) - the number of different full-time jobs plus the number of separate occasions that the respondent was employed part-time while attending school part-time.
5. Number of part-time conditions (NPTCOND) - the number of different part-time jobs held excluding those occasions that the respondent was attending school part-time.
6. School full-time (SFT) - the number of months (to the nearest half month) that the respondent attended school full-time.
7. School part-time (SPT) - the number of months (to the nearest half month) that the respondent attended school part-time.
8. Unemployed but looking (UELOOK) - the number of months that the respondent was unemployed but looking for work.

9. Unemployed but not looking (UENTLK) - the number of months that the respondent was unemployed but not looking for work.
10. Out of the work force (OWF) - the number of months that the respondent was out of the work force.
11. Job satisfaction (JOBSAT) - the satisfaction respondents felt in their most recent job rated on a seven-point scale.
12. Hourly wage (HRWG) - the wage per hour earned by respondents in their most recent job.

Employment Record

Four composite measures were calculated by combining basic measures noted previously. In addition, seven of the basic measures were converted to percentages of TMC. Analyses of the composite measures and the percentage of TMC measures consistently suggested an advantage for the Control over the E.P.Y.C. group.

The four composite measures were:

1. Percent of time successfully employed or going to school (PCTSUCES) = (EFT + EPT + SFT + SPT) / (TMC - OWF - UENOTLK) *100. This measure discounts time that respondents were out of the work force or were unemployed but not looking for work.

2. Percent of time successfully full or part-time employed (PCTSFPE) = (EFT + EPT) / (TMC - OWF - UENOTLK - SFT - SPT) *100. This measure counts full and part-time employment, but discounts time when respondents were out of the work force, unemployed but not looking for work, or in school full or part time.

3. Percent of time successfully employed full-time (PCTSEFT) = EFT / (TMC - OWF - UENOTLK - SFT - SPT - EPT). This measure discounts the same times as in number 3, plus times when the respondents were working part time.

4. Percent of time not employed (PCTNE) = (UELOOK + UENOTLK + OWF) / TMC *10. This measure takes the total months covered into account.

The first three composite scores formed a natural 'success' grouping and so were analysed with a multivariate analysis of variance (MANOVA), followed by separate univariate analyses of variance (ANOVAS) for each of the three variables. The MANOVA and the separate ANOVAS indicated that the Control group were significantly more successful than the E.P.Y.C. group on each measure (see Table 2). ANOVA also showed that the fourth composite measure, PCTNE, favoured the Control group.

Table 2

Variable Means for E.P.Y.C. and Control Groups. The Significance Level of the Difference between E.P.Y.C. and Control Groups is Shown for each Variable for both ANOVA and MANOVA

VARIABLES	MEANS @		SIGNIFICANCE LEVEL	
	EPYC	CONTROL	ANOVA	MANOVA
PCTSUCES (%)	80.1	93.7	.001 **	
PCTSFPE (%)	77.6	93	.001 **	Hotellings
PCTSEFT(%)	76.2	88.8	.001 **	.001 **
LTPCOND(mth	19.2	12.4	.004 **	
PCTNE(%)	25.22	15.2	.003 **	
JOBSAT	1.84	1.69	0.24	
HRWG($)	7.55	8.29	.022 *	
EFT(%)	59.3	66.5	0.094	Hotellings
EPT(%)	7.6	9.6	0.475	.031 *
SFT(%)	8.8	9.7	0.728	
SPT(%)	0.07	0.66	0.099	
UELOOK(%)	20	8.2	.001 **	
UENTLK(%)	1.02	2.51	0.185	Hotellings
OWF(%)	4.12	4.65	0.793	0.001
CED(*YEARS)	12	11.9	0.502	

@ Means are adjusted by age which was used as a covariate for all ANOVA and MANOVAs. Brackets enclose variables included in the same MANOVA.

* $p<.05$ ** $p<.001$

In addition EFT, EPT, SFT, UELOOK, UENTLK and OWF were converted to percentages of TMC (e.g., EFT% = EFT / TMC * 100). The first set of four percentages (EFT, EPT, SFT, SPT%) were analysed with MANOVA, followed by separate ANOVA's on each variable. The last set of three variables (UELOOK, UENTLK, OWF%) were analysed in the same manner, but separately from

variables (UELOOK, UENTLK, OWF%) were analysed in the same manner, but separately from the first set. The MANOVA's for both sets of variables were significant. ANOVA's on the first four variables showed that percent EFT and SPT approached significance, $Fs(1,166) = 2.84$ and 2.76 respectively, $ps < .09$. ANOVA's on the last three variables showed only percent UELOOK to be significant, $F(1,166) = 21.3$, $p < .001$. Table 2 indicates that percent EFT and SPT were greater for Control than E.P.Y.C., whereas percent UELOOK was greater for E.P.Y.C. than Control.

In short, the analyses of the four composite measures (PCTSUCES, PCTSFPE, PCTSEFT, and PCTNE) and the MANOVA's for the percentage of TMC measures strongly suggest an advantage for Control over the E.P.Y.C. group.

Length of Time Per Job

The length of time per job was estimated by dividing the total number of months employed full-time by the number of full-time employment conditions for each respondent (LTPCOND = EFT / NFTCOND). The Control group reported a mean of 3.10 full-time conditions as compared to 3.59 for the E.P.Y.C. group, $F(1,172) = 2.75$, $p = .10$. The estimated length of time per job was significantly longer for the Control (19.2 months) than for the E.P.Y.C. group (12.4 months), $F(1,170) = 8.46$, $p < .004$). The data indicates, therefore, that the Control group stayed at their jobs longer than the E.P.Y.C. group.

School or Other Training

Time spent in schooling or other training were measured by taking the number of months spent in full and part-time schooling as a percentage of the total months covered for each respondent (SFT% = SFT / TMC *100; SPT% = SPT / TMC *100). The mean percentage full-time schooling was not significantly different for the two groups (Means = 8.8% and 9.7% for E.P.Y.C. and Control respectively, $F(1,166) = 0.12$, $p > .05$). The difference between the two groups in mean percentage part-time schooling approached significance, $F(1,166) = 2.76$, $p = .09$, but the percentages were extremely low in any case (means = .07% and .66% for E.P.Y.C. and Control respectively). In sum, time spent in schooling seems to be about the same for E.P.Y.C. and Control with no advantage for the E.P.Y.C. group.

Hourly Wage

The Control group earned a mean of $8.29 per hour in their latest job which was significantly more than the $7.55 per hour that the E.P.Y.C. group earned, $F(1,166) = 5.32$, $p < .02$.

Sex

Because there were unequal numbers of males and females in the E.P.Y.C. and Control groups $\chi^2(1\ df) = 3.11$, $p < .07$, the variables listed in Table 3 were reanalysed using MANOVA's and ANOVA's with groups (E.P.Y.C., Control) and sex (female, male) as independent variables.

Table 3

Variable Means for Females and Males in E.P.Y.C. and Control groups
Significance Levels for the Main Effect of Sex and the Interaction of Sex by Group are shown for each Variable for both ANOVAs and MANOVAs

	MEANS@				SIGNIFICANCE LEVEL			
					MAIN EFFECT OF SEX		INTERACTION GROUP X SEX	
	FEMALE EPYC	CONTROL	MALE EPYC	CONTROL	ANOVA	MANOVA	ANOVA	MANOVA
PCTSUCES(%)	82	93.7	78.8	93.6	0.62	B	0.64	
PCTSFPE(%)	80.4	93.6	75.8	92.5	0.424	.297	0.627	.707
PCTSEFT(%)	78.7	86.1	74.7	91.5	0.844		0.211	
LPTCOND-MTH	15.2	19.2	10.6	19	0.3		0.325	
PCTNE(%)	25.9	20	24.4	9.2	.04*	C	0.12	
JOBSAT	1.87	1.65	1.82	1.74	0.815		0.563	
HRWG($)	6.43	7.09	8.28	9.56	.001**	.001**	0.708	
EFT(%)	61.1	58.9	58.4	74.3	0.128		.032*	.516
EPT(%)	7.5	12.9	7.6	6.2	0.225		0.211	
SFT(%)	4.8	9.4	11.3	10	0.149		0.23	
SPT(%)	0.01	0.79	0.11	0.52	0.797		0.591	
UELOOK(%)	15.9	9.5	22.6	6.8	0.417	D	0.063	
UENTLK(%)	1.8	2.8	0.5	2.3	0.376	.001**	0.768	.420
OWF(%)	8.8	8.7	1	0.5	.001**		0.915	
CED(YRS)	11.8	11.8	12.2	11.9	0.296		0.408	

@Means are adjusted by age which was a covariate for all ANOVAs and MANOVAs B, C, D
-brackets enclose variables included in same MANOVAs
*$p < .05$ ** $p < .001$

Not surprisingly, ANOVAs on the main effect of sex indicated that females were out of the work force longer than males (OWF Means = 8.75% and 0.75% respectively), females earned lower wages than males (HRWG Means = $6.76 and $8.92 per hour respectively), and females were unemployed more than males PCTNE Means = 23.3% and 16.8% respectively). Only the percentage of full-time employment (EFT) showed a significant interaction of groups by sex. This was because E.P.Y.C. and Control females did not differ significantly (Means = 60.9% and 58.2% respectively, $F(1,79) = .16$, $p > .05$), whereas the E.P.Y.C. males showed lower percent EFT than Control males (Means = 57.0% and 74.5% respectively, $F(1,91) = 11.4$, $p < .001$). This suggests that the difference between E.P.Y.C. and Control groups in percent EFT that was reported previously can be attributed entirely to the males. The lack of difference between females in the E.P.Y.C. and Control groups apparently had the effect of reducing the overall difference between groups as indicated by the main effect of the group reported previously.

Job Status on Leaving School

Frequency analysis indicated that job status on leaving school (no job, part-time job, full-time job) differed for the E.P.Y.C. and Control groups, $\chi^2(2\ df) = 10.75$, $p < .005$. Table 4 shows that the greater proportion of the Control group had either part or full-time jobs than the E.P.Y.C. group when they left school.

Table 4

Frequencies of E.P.Y.C. and Control Respondents by Three Levels of Job Status on Leaving School

		GROUP		
		EPYC	CONTROL	
JOB STATUS	NO JOB	60	56	114
	PART-TIME	8	7	15
	FULL-TIME	11	34	45
		79	95	

It seemed possible then that the E.P.Y.C. group was less successful than the Control group because more of them were unemployed when they left school. To investigate this, the variables listed in Table 5 were analysed using MANOVA's and ANOVA's with group (E.P.Y.C., Control) and job status on leaving school (no job, part-time job, full-time job) as independent variables.

Table 5

Variable Means for E.P.Y.C. and Control Groups as a Factor of Job Leaving Status on Leaving School. Significance Levels for the Main Effect on Job Status and the Interaction of Job Status by Groups are shown for Each Variable for both ANOVAs

	MEANS^ JOB STATUS ON LEAVING SCHOOL						SIGNIFICANCE LEVELS MAIN EFFECT OF JOB STATUS		INTERACTION OF GROUP X JOB STATUS	
	NO JOB		PART-TIME		FULL-TIME					
	EPYC	CTRL	EPYC	CTRL	EPYC	CTRL	ANOVA	MANOVA@	ANOVA	MANOVA
PCTSUCES(%)	77.3	92.4	90.9	103	86.6	93.4	0.81	] B	0.592	] B
PCTSFPE(%)	74.2	91.3	90.2	106	86.2	92.6	0.029*	]	0.489	]
PCTSEFT(%)	72.7	83.8	89.7	109	84.5	92.3	.002*	] .039*	0.763	] .756
LPTCOND(%)	12.7	17.8	14	22.9	9.2	19.5	0.656	]	0.627	]
PCTNE(%)	28.5	18	9.5	9.7	19	12.7	.02*	] C	0.616	] C
JOBSAT	1.96	1.56	1.43	1.94	1.52	1.92	0.921	]	.011*	]
HRWG($)	7.46	7.67	8.29	7.9	7.5	9.29	0.35	] .099	0.47	]
EFT(%)	56.7	63.3	76	55.5	60	70.9	0.517	]	0.198	] .042*
EPT(%)	6.5	10.5	10.3	34.6	11.1	5.1	.023*	]	.033*	]
SFT(%)	8.8	9.4	3.9	7.2	13.1	11.2	0.432	]	0.876	]
SPT(%)	0.09	0.36	0.01	2.52	0.01	0.89	0.286	]	0.226	]
UELOOK(%)	22	9.3	8.7	3.1	17.6	7.5	0.109	] D	0.572	] D
UENTLK(%)	1.05	3.73	0.43	2.63	1.51	0.81	0.672	]	0.735	]
OWF(%)	5.27	5.17	0.38	0.49	0.75	4.8	0.356	] .570	0.507	] .206
CED(YRS.)	12.2	11.5	11.9	11.8	12.5	12.2	0.246	]	0.733	]

@MANOVAs represent Hotelling statistic

* p<.05 ** p<.001 ^same as Table 3 B,C,D same as Table 4

Analyses of the main effects of job status confirmed that having either a part-time or full-time

job on leaving school was associated with more success. This was especially notable for PCTSFPE, PCTSEFT, PCTNE, and EFT%. Only JOBSAT and percentage EPT showed a significant interaction of group by job status, $Fs(2,160) = 4.62$ and 3.48 respectively, $ps < .03$. The JOBSAT interaction was due to the greater job satisfaction of E.P.Y.C. than Control for the 'no job' condition, $F(1,110) = 9.53$, $p < .003$, which difference became nonsignificant for the 'part-time' and 'full-time' job conditions, $F(1,12) = 0.27$ and $F(1,41) = 2.59$, $ps > 1.15$ respectively. The percentage EPT interaction was due to the reversal that occurred between 'part-time' and 'full-time' job conditions. The interpretation of these interactions is problematic, but the main point of these analyses is that the differences between E.P.Y.C. and Control groups discussed previously cannot be attributed to differences in job status on school leaving for the two groups.

Current Employment/Education Status

The frequency of positive responses to the survey question, "are you currently working or attending school" was tabulated and converted to percentages for each group. Contrary to the patterns emerging over the previous four years, the E.P.Y.C. group was more likely than the Control group to be working or in school (E= 86%; C= 74%) at the time of contact by the researcher.

MAIL SURVEY

Return Rate

Forty-eight percent of the E.P.Y.C. subjects returned the mail surveys with an equal number being male and female (25 each). Twenty-eight percent of the Control group returned the mail surveys with 15 males and 13 females participating*. The post office returned five surveys which could not be delivered as respondents had moved.

*Due to the relatively low N, results must be viewed with caution.

Job Search Techniques

Results indicated that both the E.P.Y.C. and Control groups availed themselves of a variety of techniques for finding employment. Controls rated 'friends' (E = 29%; C = 46%) as the most successful technique in helping them locate work whereas E.P.Y.C. subjects rated 'agencies' as the most successful. There was a trend however, for former E.P.Y.C. clients to rate agency

assistance (including CEIC) as a more successful technique for gaining employment (E = 24%;C = 13%) than controls. The differences, however, were not significant. Other techniques identified by both groups as being successful were newspaper ads, relatives and walk-ins. (Refer to Appendix D for bar graph).

Job Satisfaction

When asked whether they would remain in their current field of employment 1 to 5 years in the future, the groups did not differ significantly in their responses. However, E.P.Y.C. respondents intending to remain in the same field were significantly more likely to indicate they would stay on because they found the job to be satisfying (χ^2(1df)=2.34, p < .1). There was also a trend (E = 40%; C = 17%, N.S.) for E.P.Y.C. clients to identify a desire to continue in the type of work because it matched their career choice. (Refer to Appendix E for bar graph).

E.P.Y.C. respondents who did not anticipate being in the same field of work 1, 3 or 5 years in the future were significantly more likely (χ^2(1df)=4.04 , p < .05) to identify a 'desire to change fields' as their reason for leaving. A desire for more education, more money or concerns regarding job security were not frequently reported as reasons for changing career goals by either group. (Refer to Appendix F for bar graph).

Number and Types of Jobs

No significant differences were noted in the mean number of jobs held by the respondents over the past four years (E = 3.76; C = 3.35).

The differences in types of jobs held were found to be significant in favour of the Control group for skilled trades (χ^2(3 df)=7.42, p< .05) and social services (χ^2(2 df)=4.61, p< .01). The Controls were also more likely to have worked in factories, while E.P.Y.C. respondents were more likely to have worked at restaurant or office/clerical jobs (E = 34%, 38%; C = 21%, 14 %, N.S.). No appreciable differences were found in the likelihood of employment in the farming, construction or retail sales fields. (Refer to Appendix G for bar graph).

Reasons for Job Leaving

Control group respondents were significantly more likely to leave a job due to health reasons (χ^2(2 df)=5.79, p< .05). Trends in the data indicate E.P.Y.C. clients as compared to the Controls

are more prone to layoffs (50% vs 33%), being fired (E = 14%; C = 4%) and accepting temporary jobs (E = 40%; C = 29%). Controls more frequently terminated to move to a better job E = 66%; C = 83%. The probability of leaving a position as a result of moving or quitting was approximately equal for both groups. (Refer to Appendix H for bar graph).

Important Factors in Job Search

There were no significant differences between groups in their evaluation of 'important factors in job searching'. High levels of agreement between the groups were reported for all factors, which included: good work habits, experience, grade 12 education, 'who you know', luck, good references, motivation and specific job skills. (Refer to Appendix I for bar graph).

Advice to Youth

In response to the question "what advice would you give to a young person seeking employment today", the E.P.Y.C. group was significantly more likely to advise unemployed youth "not to get discouraged" ($\chi^2(1df)=10.96$, $p< .001$) and more apt to encourage youth to get a job in their area of interest ($\chi^2(1df)=2.60$, $p>.05$). Otherwise, there was a high degree of consensus between groups. This included the areas of networking, using all available resources, getting an education/trade, using a resume, being direct and honest with an interviewer, demonstrating good appearance/grooming and networking. (Refer to Appendix J for bar graph).

Services Expected/Received from E.P.Y.C.

Former E.P.Y.C. clients were asked "What service(s) did you expect to receive from E.P.Y.C.", and, "What service(s) did you receive at E.P.Y.C.". Results revealed no significant differences between the service(s) expected and received. The greatest discrepancy was in the category of "job placement' where 58% of clients expected placement and only 33% received placement. (Refer to Appendix K for bar graph).

Reasons for Leaving E.P.Y.C.

The majority of E.P.Y.C. subjects terminated their attendance at the Centre as a result of obtaining employment, either through E.P.Y.C. or on their own, or returning to school. Only a small percentage (8%) felt E.P.Y.C. was not of any assistance (Refer to Appendix L for bar graph). (Note: percentages add up to more than 100 as some clients gave more than one response i.e. 'learned enough to job search on own', and 'found a job on my own').

Accommodation

Mail survey participants were questioned regarding their current living/accommodation arrangements. Results revealed significantly more E.P.Y.C. than Control subjects were boarding (χ^2(1df)=3.89, p<.05). No differences were found in the likelihood of either group owning a house, living with parents, living with a spouse/common law or renting an apartment.

DISCUSSION

The current study was designed to determine the long term impact of employment counselling on disadvantaged youth. Previous research had indicated short-term benefits for program participants for periods up to eight months.

Results of the present study identify few, if any, longer-term positive effects for E.P.Y.C. clients relative to the Control group. The Control group exceeded the E.P.Y.C. group in percentage of time employed, length of time per job and current hourly wages. The differences between groups in employment records are especially noteworthy since each group spent equal lengths of time in school or other training, since 1982, upgrading their academic and work skills. They also share equal levels of high school education. This suggests that factors other than educational level may be impacting on E.P.Y.C. subjects' chances for success in the marketplace.

Possible factors to explain these differences include:

1) E.P.Y.C. subjects may have fewer job-keeping skills relative to the Controls. Results from the mail survey indicated that E.P.Y.C. subjects terminated employment for reasons such as lay-off, firing and quitting more frequently than controls (though not significantly more).

2) E.P.Y.C. subjects reported lower levels of job satisfaction with previous jobs, which may have resulted in more and shorter periods of employment.

3) E.P.Y.C. subjects also obtained lower paying jobs than Controls, perhaps being indicative of their holding less skilled jobs.

4) E.P.Y.C. subjects may have had more barriers to employment than the Controls, which were not controlled for in the present study. These include such areas as criminal histories, welfare dependence, low self-esteem and rural residence.

It is noteworthy that the variables 'sex' and 'job status on leaving school' also affected subjects' employment records. Analyzing the data by 'sex' revealed that E.P.Y.C. males, but not females,

had a significantly lower percent of full-time employment in the past five years compared to the Control group. This may indicate that E.P.Y.C. males were more employment disadvantaged than the Control males, whereas females were not more disadvantaged than female Control subjects.

It was also learned that E.P.Y.C. and Control subjects who did not have a job lined up when they terminated high school differed in their current levels of job satisfaction. Interestingly, E.P.Y.C. clients in this group were significantly more satisfied with their jobs than the Controls. It is unclear whether this difference reflects effects of prior E.P.Y.C. counselling or other attitudinal differences between the groups.

The fact that subjects in the Control group earned significantly higher wages than those in the E.P.Y.C. group is also consistent with the Control group having longer periods of employment. Presumably, workers acquire greater expertise in their jobs over time and/or receive wage increments as a result of longer periods of employment with the same employer. Also, E.P.Y.C. subjects were more frequently employed in the restaurant industry or office/clerical positions, both of which often begin at minimum wages. Controls, on the other hand, were significantly more likely to be employed in the skilled trades, which frequently offer starting wages one to two dollars above minimum wage, or in the social services where income is generally above that of restaurant and office workers. The factor 'sex' also had an impact on hourly wages, with females in both groups earning less than males in both groups. This finding is consistent with Statistics Canada's report (1981) that Canadian males earn higher wages than females. Interestingly, despite wage differentials between the groups, E.P.Y.C. clients were no less satisfied with their work than the Controls. This suggests that wages for the study groups are not a critical factor in job satisfaction.

As previously indicated, the present study suggests that the groups' educational levels are not accurate predictors of labour market success. However, a factor not measured due to unavailability of data, was whether the educational grade attained through high school was at the basic, general or advanced level. Also, training programs that subjects enrolled in during 1982-1987 were not quantified according to level of skills (e.g. semi-skilled, skilled). More specific information in this regard would help qualify the results, with the expectation that more advanced levels of education and skill training programs would enhance employment possibilities.

Methods of obtaining jobs were found to be similar between groups. However, Controls tended to rate using 'friends' as a more successful technique for obtaining employment than E.P.Y.C. subjects, who rated assistance from 'agencies' as most successful. This may indicate that Controls have a larger network of employed friends from which to obtain job leads than E.P.Y.C. respondents. Also, a higher number of E.P.Y.C. subjects reside in boarding situations, perhaps indicating less family contact and/or smaller circles of friends in a position to assist in the job search.

It is interesting that although the two groups had varying success with the different methods of job searching referred to above, they identified similar factors as being important to job searching. In fact, the results revealed high levels of agreement between groups both within and between all factors identified. The factors included such areas as specific work skills, good work habits, luck, motivation, and a grade 12 education. Neither group identified any factors as being more important than others, with the exception of luck, which was perceived by both groups as being somewhat less important. Thus, the groups agreed on the importance of the factors, regardless of their inclination or capability of using them successfully.

When asked what advice the groups would give to young job seekers, the E.P.Y.C. subjects advised youth "not to get discouraged" significantly more often than the Control group, plus, frequently suggested that youth "get a job in their area of interest". Both of these issues are also addressed routinely by E.P.Y.C. counsellors with their clients as it is commonly observed that disadvantaged youth experience more frequent rejections and tend to 'give up' active job searching. It is possible, therefore, that E.P.Y.C. counselling has been successful in raising clients' awareness of the importance of persisting in their job searches and seeking employment related to their job interests.

E.P.Y.C. respondents indicated that the Peterborough E.P.Y.C. Centre met their expectations in providing the type of counselling they desired. The only notable variance related to job placement service. This is not surprising as E.P.Y.C. does not promote itself as a job placement service, but rather as an employment counselling service.

The fact that the majority of E.P.Y.C. clients indicated that they terminated their attendance at E.P.Y.C. as a result of obtaining a job or returning to school is also consistent with E.P.Y.C.'s goal of having clients obtain employment. This finding would indicate at least a short-term benefit

of goal attainment to those attending the Centre.

The "snapshot" of current employment/educational status of the two groups, taken at the end of the longitudinal survey revealed a slight difference in favour of the E.P.Y.C. subjects regarding employment/schooling. This raises the question of whether a delayed long-term effect of employment counselling may be emerging as E.P.Y.C. clients mature, resulting in more employment/education. The difference may also reflect the changing economy of the Peterborough area which is seeing an increase in hospitality and service jobs in which former E.P.Y.C. clients were more likely to be employed. The implications of this trend in employment/schooling levels deserves further attention by researchers.

In summary, the present study was successful in providing preliminary information on the long-term employment and academic status of disadvantaged youth who received employment related counselling in 1982-83 when compared with a Control group of early school leavers.

The results indicated that the Control group enjoyed longer periods of employment over the five year study period and made significantly higher wages than the E.P.Y.C. group. Various explanations were proposed to account for the differences in employment records between groups. Underlying all of these factors is the possibility that the E.P.Y.C. group was more disadvantaged than the Control group in areas that were not measured (e.g. criminal history, welfare dependence, poor work habits). It is proposed that the severity of employment barriers may have a more detrimental impact on long-term employment success than is currently acknowledged.

Previous in-house E.P.Y.C. program evaluations revealed short-term benefits of employment counselling for disadvantaged youth. Based on earlier findings that short-term counselling has short-term benefits, it is recommended that employment counselling for the disadvantaged be made available on an intermittent basis for those of all ages. This approach would help offset the continuing effects of persistent employment barriers as the disadvantaged grow older.

Together, the present results point to a need for continuing research in the area of employment counselling for disadvantaged youth. Efforts to define and measure employment success will

enable researchers to standardize their approach to employment program evaluations. Attempts to define employment barriers and measure their effects on participation in the labour force will enable program providers to better serve the unemployed disadvantaged.

RECOMMENDATIONS

The results and analysis of the literature review, telephone survey and mail survey lead the researchers to make a number of recommendations which may be implemented in future research on vocational counselling.

1. Quality research should be an integral aspect of all employment counselling programs.

2. Further research, both short and long-term, is necessary to examine factors which impact on the employability of disadvantaged youth including:
   a) attitudinal factors such as self-esteem, confidence and social skills,
   b) the impact of educational level (basic, general, advanced) when comparing the effects of grade level on employability,
   c) reasons for leaving school (e.g. behavioural difficulties, attendance) and their impact on job keeping,
   d) the effects of having a job while in high school, or immediately after, on long-term employment records,
   e) nature and extent, if applicable, of criminal history,
   f) chronic health related disabilities including both physical and mental disorders,
   g) type of residence and how it affects networking and methods of obtaining employment,
   h) status of family background, including single parenting, separation or divorce, and/or foster care.

3. Training in counselling methods and program evaluation techniques be a priority in the field of vocational counselling.

4. Funding for employment counselling should be consistent and of sufficient duration to enable program development, research and staff retention.

5. Promote and increase the availability of employment counselling for disadvantaged groups of all ages.

6. Establish a central source of information on research and developments in the vocational counselling field for ready access by all program designers and researchers.

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APPENDIX A

YOUTH EMPLOYMENT PROGRAM EVALUATION-ANNOTATED BIBLIOGRAPHY

AMERICAN SOURCES - ERIC DOCUMENTS
(ERIC catalogue numbers given in parentheses at end of entry)

Baily, Martin Neil; And Others.
JOBS FOR THE FUTURE: STRATEGIES IN A NEW FRAMEWORK.
ALTERNATIVES FOR THE 1980'S, No. 13.
Center for National Policy.
Washington, D.C., May 1984. (ED245095)

This is a collection of articles. In article four Litow and Awlung recommend a combination of job experience with stipends, provision of employment-related support services (including remedial education and work-readiness training) along with placement and follow-up services for future youth employment strategies. They go on to critique the existing situation but they do not cite any empirical work.

Betsey, Charles L., Ed.; And Others.
YOUTH EMPLOYMENT AND TRAINING PROGRAMS. THE YEDPA YEARS.
National Academy of Sciences - National Research Council, Commission on Behavioural and Social Sciences and Education.
Washington, D.C., 1985. (ED265245)

This is a 532 page evaluative report sponsored by the Department of Labour. It has several chapters which deal with the effectiveness of various programs for unemployed youth and serves as a useful review of the literature on the effectiveness of youth employment programs. The authors profile the nature and dimensions of youth unemployment, outline the implementation of the Youth Employment and Demonstration Projects Act and offer conclusions and recommendations based on their thorough and critical analysis of the available research.

In general the authors are critical of most research efforts citing lack of randomized control groups as a major problem. Use of comparison groups as an alternative is criticized due to the fact that in most cases the comparison group was either treated in some way or found to differ markedly in background characteristics from participant groups. Lack of research into longer term effects of program participation (most programs had 3 month and 8 month follow-up surveys) is also cited as a major problem. Other problems noted were: variations in treatments received by different individuals,sample undercoverage and attrition, and the use of subjective measurements as proxy variables (eg. test scores as evidence of job-finding skills). Much of the research was dismissed due to these major flaws. Programs were reviewed in terms of the following categories:

Occupational Skills Training Programs: Job Corps (out-of-school youth), New Youth Initiatives in Apprenticeships (in-school).

The authors conclude that there is strong evidence of the effectiveness of Job Corps: gains in employment and earnings in

the postprogram period which persist at a relatively stable rate for up to four years as well as gains in educational attainment. No evidence was found on the effectiveness of in-school programs.

Labour Market Preparation Programs: (out-of-school youth) Alternative Youth Employment Strategies (AYES), Recruitment Training Program Career Exploration Program (RTP),Project STEADY, Job Corps Educational Improvement Effort (in-school youth) OIC Career Exploration Program, National Puerto Rican Forum School-to-Work Transition Program, Project Redirection.

Positive effects on employment were found for AYES, RTP, and Project STEADY in the 3 to 8 months following program participation. There is no reliable data on longer term effects. Research on the in-school programs was considered to be of poor quality so no conclusions were drawn.

Temporary Jobs Programs: (out-of-school youth) Ventures In Community Improvement (VICI), Supported Work, Public Versus Private Sector Jobs Demonstration Project (in-school youth), Summer Youth Employment Program (SYEP), Youth Incentive Entitlement Pilot Project (YIEPP).

Job Placement Programs: (out-of-school youth) 70001, Job Factory, Job Factory Voucher Program, Job Track (in-school youth), Jobs for Delaware Graduates, Jobs For America's Graduates, Project Best (Better Employment Through Skills Training).

Also reviewed are three studies using data from the Continuous Longitudinal Manpower Survey (CLMS) and two studies which used data from the National Longitudinal Survey (NLS). For both CLMS and NLS comparison groups must be constructed by finding a sample of individuals who closely resemble the participants in employment and training programs. Employment outcomes for the two groups are then compared using existing data from the CLMS and NLS data bases.

Burbridge, Lynn, C.
EMPLOYMENT AND TRAINING PROGRAMS FOR YOUTH: AN INTERPRETATION AND SYNTHESIS OF MEASURED OUTCOMES.
Urban Institute.
Washington, D.C., May 1983. (ED254571)

Section five contains a discussion of problems in evaluating employment and training programs and reviews the empirical literature concerning the effects of such programs on earnings and employment. It is fairly critical of most studies and cites selection and attrition bias as two major problems. Burbridge is also critical of the fact that most evaluation studies did not begin their work until after the program had begun. Research indicates that there is some evidence that enriched work experience programs (including training and counselling) are more effective than work experience alone.

Section six discusses implications for policy initiatives. Burbridge suggests that work experience programs appear to increase the probability of staying in school for disadvantaged youth. Programs using only employability training had a high dropout rate if no job placement or skill training was provided. She concludes that the results from the YEDPA (Youth Employment and Demonstration Projects Act) have shown that aggressive placement efforts can help provide youth gain greater access to the labour market.

Christenson, Sandra.
IMPROVING YOUTH EMPLOYMENT PROSPECTS: ISSUES AND OPTIONS. A CBO STUDY.
Congress of the U.S., Congressional Budget Office.
Washington, D.C., Feb. 1982. (ED213974)

This position paper analyzes present federal programs affecting the youth labour market and discusses various ways in which the programs attempt to help youth. Christensen offers a criteria for effectiveness as follows:
a) the capacity of a progam to generate new job opportunities;
b) its effect on future employability;
c) the extent to which benefits are directed at disadvantaged youth; and
d) the probablility that jobs may be gained at the expense of other groups in the labour market.

Ekstrom, Ruth B.; And Others.
THE EFFECTS OF YOUTH EMPLOYMENT PROGRAM PARTICIPATION ON LATER EMPLOYMENT AND EDUCATION TRAINING.
Educational Testing Service.
Princeton, N.J., Aug. 1984. (ED257031)

This is a paper presented at the Annual Convention of the Psychological Association in 1984. The study involved a three year follow-up of participants in various employment programs across the U.S. comparing them to a comparison group of similar youth. Participants showed significantly more months of employment and higher wages. The differences were sustained after controlling for age, sex, ethnicity, economic status, local unemployment rates, education, and reading level. The effects were greatest in programs which emphasized work experience or on-the-job training.

Hahn, Andrew; and Lerman, Robert.
THE CETA YOUTH EMPLOYMENT RECORD. REPRESENTATIVE FINDINGS ON THE EFFECTIVENESS OF FEDERAL STRATEGIES FOR ASSISTING DISADVANTAGED YOUTH.
Brandeis University, Florence Heller Graduate School for Advanced Studies in Social Welfare.
Waltham, Mass., Sept. 1983. (ED241619)

This general report for the Office of Youth Programs (DOL) used data taken from the National Longitudinal Survey of Labour Market Experience. Eleven thousand youths were interviewed in

1979, 1980 and 1981. Hahn and Lerman used this data to compare CETA (Comprehensive Employment and Training Administration) program participants with other youth who were non-participants. Each CETA youth was matched with a non-CETA youth on 8 key variables: age, race, sex, family size, family income in 1978, weeks employed in 1978, living at home/not at home, whether or not a school dropout. They found that CETA youth did worse than non-CETA youth as far as finding unsubsidized employment was concerned. They concluded that their matching procedure was not exact enough and also cited selection bias (CETA youth were the most disadvantaged) as a possible explanation for the negative findings. They also noted that lack of random assignment cast doubt on the reliability of the findings. They speculated that the CETA youth may have started from a lower base and could not catch up.

Hamilton, Stephen F.
WORKING TOWARD EMPLOYMENT.
Society, 19, 6 (Sept.-Oct. 1982) 19-29. (EJ270660)

This article examines some of the findings with respect to employment programs for youth. Hamilton makes the point that the positive effect of work experience can be explained in terms of selection: the process by which people are matched to jobs; and, credentialing: the process by which work experience gives a worker knowledge which will make him/her a more qualified worker. He suggests that general "coping skills" are more important to employers than specific occupational skills.

Some findings are noted as follows. Job holding while in school reduces later unemployment. Youth unemployment is likely to lead to adult unemployment. Increasing age and marriage are associated with more stable employment. Regarding locus of control: "internals" are more likely to advance and tend to gain more in earnings than "externals". One study of NLS data indicated that program completers had advantages over both non-completers and non-enrolees (Somers and Warlick). Other studies which do not distinguish between completers and non-completers find less advantage.

Kornblum, William; and Williams, Terry M.
YOUTH'S RIGHT TO WORK.
Social Policy, 12, 1 (May-June 1985) 44-48. (EJ248102)

This article is concerned with some case studies of youths in several American communities. The authors dispute the claim that the minimum wage is a major cause of youth unemployment. They also dispute the theory of the "reservation wage": that wage which must be met before a youth will relinquish whatever sources of income they may have (illegal or welfare) in favour of employment in an employment program or in the private sector.

Lah, David; And Others.
LONGER TERM IMPACTS OF PRE-EMPLOYMENT SERVICES ON THE EMPLOYMENT AND EARNINGS OF DISADVANTAGED YOUTH: A PROJECT OF THE PRIVATE SECTOR INITIATIVES DEMONSTRATION OF PUBLIC/PRIVATE VENTURES.
Public/Private Ventures.
Philadelphia, PA., May 1983. (ED245007)

This evaluative report for the Employment and Training Administration (DOL) deals with the 70001 program. This project which ran in several American cities combined a job readiness program with a strong educational component and was aimed at out of school youths between the ages of 16 and 21. A follow-up survey was done 24-40 months after intake comparing 535 participants with a comparison group of 440. The comparison group was drawn largely from files at local job service offices and partly from school dropout lists. Findings indicated short term advantages for the participant group in terms of likelihood of employment, earnings, and type of job but also that these advantages had decayed 24 months after intake such that no significant difference between the two groups remained. Program participation was found to have a positive effect on subsequent educational attainment.

Lewis, James P.; and Burrows, Robert T.
1976-1980 CAREER FOLLOW-UP OF SECONDARY VOCATIONAL COMPLETERS IN PENNSYLVANIA.
Pennsyvania State Dept. of Education.
Harrisburg, P.A., Jan. 1984. (ED241691)

This mail survey involved a sample of 5092 and had a return rate of 59 percent. There was no comparison group. The objective was to determine the educational and employment status of subjects.

Mallar, Charles; and Others.
THE LASTING IMPACTS OF JOB CORPS PARTICIPATION.
PROGRAM EVALUATIONS. YOUTH KNOWLEDGE DEVELOPMENT REPORT 3.4.
Mathematica Policy Research.
Princeton N.J., May 1980.

This evaluative report for the Employment and Training Administration (DOL) focuses on the impacts of Job Corps participation after 18 months to 2 years. A large group of participants were matched with a comparison group drawn from local school dropout lists and employment service records. Significant differences favouring the participants were found in terms of:
a) percentage of time employed;
b) earnings;
c) educational attainment;
d) military service; and
e) lack of moves (stability).
Effects increased over time.

Manpower Demonstration Research Corporation.
ENHANCED WORK PROJECTS--THE SUPPORTED WORK APPROACH FOR YOUTH. YOUTH WORK EXPERIENCE. YOUTH KNOWLEDGE DEVELOPMENT REPORT 7.3.
New York, May 1980. (ED206869)

This report focuses on the young school dropout portion of the Supported Work experiment which sought to help groups of people with well established employment difficulties to obtain and keep a regular job. The treatment group was offered employment in a supportive environment for up to 12 or 18 months. The program also involved attitudinal and skills training. There were positive effects at first but they attenuated dramatically after 10-12 months. There was no apparent impact on drug use or crime.

Rivera-Casale, Celia; and Others.
CAN EMPLOYER OR WORKER SUBSIDIES RAISE YOUTH EMPLOYMENT? AN EVALUATION OF TWO FINANCIAL INCENTIVE PROGRAMS FOR DISADVANTAGED YOUTH. FINAL REPORT.
Brandeis University, Florence Heller Graduate School for Advanced Studies in Social Welfare.
Waltham, Mass., Sept. 1982. (ED241618)

This evaluative report for the Office of Youth Programs (DOL) compared two different job search assistance programs.

One, the Job Factory Program in Cambrige Mass., offered a voucher to participants who found unsubsidized jobs. The voucher was worth $1.50 / hour for the first two weeks of the job and $1.00 / hour for the following 10 weeks. There were three groups: one got full treatment (4-6 weeks of paid job search training plus voucher), the second got voucher only and the third was a control group. The findings indicated that the voucher raised employment consistently and that its impact rose over time (5 months). The full treatment group did better at first but no better and sometimes worse than the voucher only group in the later period. The full treatment and voucher only groups appeared to have only slight increases in job tenure.

The second program in Wilkes-Barre Pennsylvania offered subsidies to three different groups of employers. Group 1a was encouraged to hire members of the target group (18-24 year olds) and offerd a tax credit for doing so. Group 1b got a wage voucher subsidy for hiring 16-17 year olds in the target group. Group 2 was encouraged to use the tax credit but was not eligible for the voucher. Group 3 was neither contacted nor eligible for the voucher. Virtually no employers used either the voucher or the tax credit. The youth who went through the program did as well as the Cambridge youth.

OTHER AMERICAN SOURCES

Dillman, Don A.
MAIL AND TELEPHONE SURVEYS. THE TOTAL DESIGN METHOD.
John Wiley and Sons.
New York, 1978.

This is a comprehensive and very well laid out guide to mail and telephone surveys. Dillman draws on years of experience in the survey field and presents his method in a way that is easy to understand for those who are inexperienced with surveys. This book is used by many professional research companies and is probably the best of its kind.

Included are sections dealing with past research on telephone and mail surveys, how to write questions, how to construct questionnaires and how to implement surveys. Telephone and mail surveys are dealt with in separate chapters.

Hahn, Andrew.; and Lerman, Robert.
WHAT WORKS IN YOUTH EMPLOYMENT POLICY. HOW TO HELP YOUNG WORKERS FROM POOR FAMILIES.
National Planning Association, Committee on New American Realities.
Washington, D.C., 1985.

This report commissioned by the Committee On New American Realities, provides a useful summary of existing research results. It is perhaps the single most useful literature review on youth employment programs for those who wish to learn the most important of the overall findings quickly without going into a lot of detail.

The report provides a brief chronological history of employment programs for youth in the U.S. and identifies three broad areas of youth employment program strategy:

a) supply-side programs to improve the employability of youth by upgrading their education, skills, work habits and attitudes;
b) demand-side programs to stimulate jobs for youth through subsidized employment in the public and private sectors; and
c) market clearing programs to improve the matching process between young workers and jobs.

In each of these three areas, types of programs are identified and judged based on results of the available research results.

The authors note that while the state of the national economy is the most important factor affecting the demand for disadvantaged youth in the job market, the most important factor causing persistent, concentrated youth unemployment is lack of basic education. They conclude that the job prospects of disadvantaged youth can be significantly improved by programs that combine remedial education and training with work experience and/or job search and placement assistance. They recommend that

future policy initiatives reflect this and that highest priority be given to disadvantaged youth. Much of the research reviewed is dealt with in greater detail by Taggart (see A Fisherman's Guide), Betsey (see The YEDPA Years) and Perry (see The Impact of Manpower Programs).

Herr, Edwin; and Long, Thomas E.
COUNSELLING YOUTH FOR EMPLOYABILITY: UNLEASHING THE POTENTIAL.
ERIC Counselling and Personnel Services Clearing House.
1983.

Among other things the authors review some of the literature about youth employment. A study (Azrin, Flores and Kaplan 1975) is cited which notes some effects of Job-finding clubs. After counselling, the typical club member found work in 14 days as opposed to 53 days for the control group. One month after club counselling began 66 percent of club members were working as opposed to 33 percent of controls. The participant group found more skilled and professional jobs and earned more as a starting salary. In another program called Job Factory For Youth the first group of trainees were twice as likely to find permanent employment as members of a control group.

Levitan, Sar A., and Johnson, Benjamin H.
THE JOB CORPS. A SOCIAL EXPERIMENT THAT WORKS.
The Johns Hopkins University Press.
Baltimore MD., 1975.

The authors review the first ten years of the Job Corps in detail. They cite a 1966-69 study done by Lou Harris & Associates. Participation in the Job Corps had a positive impact on employment and this impact increased the longer the enrollee stayed in the program. No control group was used. Gains tended to diminish or dissipate as time went on. A comparison is made with enrollees' pre-enrollment behaviour. One study used "no shows" (screened for program but never enrolled) as a comparison group. The "no shows" improved their employment experience by more than enrollees and their earnings were only one cent per hour less. Job Corps members who stayed in the program more than 6 months did show small employment and wages gains.

Perry, Charles; And Others.
THE IMPACT OF GOVERNMENT MANPOWER PROGRAMS. IN GENERAL AND ON MINORITIES AND WOMEN.
Industrial Research Unit, The Wharton School, University of Pennsylvania.
1975.

This is a comprehensive literature review focusing primarily on studies sponsored by the Manpower Administration Office of Research and Development. The studies were conducted by both Manpower Administration staff and non-government investigators.

Perry reviews 252 studies. Only 62 of them provided any economic impact data and only 20 of those used control groups.

Perry indicates that in almost every one of the studies using a control group there were valid reasons to question the comparability of the control and treatment groups. Most of the programs studied were not youth specific.

Seven types of programs are identified:
a) Skill Training;
b) Job Development;
c) Employability Development;
d) Work Experience;
e) U.S. Employment Services;
f) The Manpower Program; and
g) Minority and Female Program Enrollment.

Seven types of control groups are identified:
1) random selection of applicants;
2) program completers who didn't use training;
3) dropouts from programs;
4) qualified interested non-enrollees;
5) qualified non-applicants;
6) friends and relatives of program participants; and
7) samples drawn from Social Security data.

Overall, Perry is highly critical of research efforts finding most studies to be unreliable and laden with major design flaws. He gives comprehensive analyses of all aspects of programs including program goals, target groups (vs. those who were actually served), demographic data, cost-effectiveness and non-economic data (crime, attitude improvement, etc.). As its title suggests the report is fairly heavily oriented towards the effect of these programs on women and minorities.

Public/Private Ventures.
THE IMPACT OF PRE-EMLOYMENT SERVICES ON THE EMPLOYMENT AND EARNINGS OF DISADVANTAGED YOUTH. FINAL REPORT 1982. A PROJECT OF THE PRIVATE SECTOR INITIATIVES DEMONSTRATION OF PUBLIC/PRIVATE VENTURES.
Philadelphia P.A., 1982.

This report evaluates two program models, 70001 and Jobs For Youth. The services provided by 70001 are outlined above (see Longer Term Impacts of Pre-Employment Services...). Jobs for Youth stressed formal individualized counselling and job placements along with competency based education. Participants in both programs were matched with a comparison group on several variables. After nine months both participant groups earned significantly more than the comparison groups. After 14 months the 70001 group had improved its advantage and the JFY group had its advantage diminish. Participant jobs also tended to have more fringe benefits. Effects were found to be caused by increasing the likelihood of employment rather than increasing hours worked or wage rates.

The authors also make a number of points that are of interest to future researchers. They argue that a randomized

design, in addition to being unethical and likely to foster public relations problems, may create a bias in that those not chosen for treatment start out as "losers". In picking a comparison group the behavioural attribute of seeking work is the single most important indicator of motivation. They identified a problem with defining termination of programs. The authors speculate that the number of dependents of participants could be an important factor influencing outcomes as would a strong employment history (evidenced by training, amount of employment and quality of job).

Taggart, Robert.
A FISHERMAN'S GUIDE. AN ASSESSMENT OF TRAINING AND REMEDIATION STRATEGIES.
W.E. UpJohn Institute for Employment Research.
Kalamazoo, Michigan, 1981.

This major review covers a large number of studies. Taggart's major point is that employment programs have spent too much time focusing on short-term goals such as job creation and that more money should be spent on training and remediation which have been proven effective and also are more likely to achieve positive long-term outcomes.

Taggart focuses mainly on studies of CETA programs. He is quite critical of most studies and makes the point that even in the most rigorously designed studies using detailed multiple regression analyses there is usually a substantial amount of unexplained variance. He feels that individual differences in the characteristics and job histories of treatment and control groups are usually far more predictive of employment success than program effects.

In general, Taggart found that classroom training raised earnings in the first post-program year by an average of $250-$300 ($800 maximum). On-the-job training raised earnings in the same period by $400-$900 (as much as $2200). Identifying the sources of the gains is stressed. They may come from a) movement into higher paying jobs, b) occupational mobility, c) greater stability of employment or d) increased labour force participation.

Wise, David A.
THE EFFECT OF GOVERNMENT PROGRAMS ON YOUTH. SUMMARY OF FINDINGS.
1984.

Five American government programs are examined: Income Maintenance, Basic Educational Opportunity Grants, Military Hiring, Minimum Wage, and the Summer Youth Program. Wise concludes that government programs do in fact affect youth. The Seattle-Denver Income Maintenance Program led to a 30 percent reduction in the labour force participation rate of youth and a 21 percent increase in the school attendance of young people.

BRITISH SOURCES

Rees, Theresa L.; and Atkinson, Paul.
YOUTH UNEMPLOYMENT AND STATE INTERVENTION.
Rutledge and Kegan Paul Ltd.
London, 1982.

This is a collection of articles. In the first, Youth Unemployment and State Intervention, the authors argue that British government measures aimed at dealing with youth unemployment are a temporary approach to the problem. They contend that this is inappropriate due to the gradual shrinking of the overall labour market. The government programs are predicated on the idea that young people's labour market problems stem from their lack of experience combined with the fact that they are no cheaper than experienced workers due to the minimum wage. The government provides a temporary period of subsidized work experience which is designed to help eliminate that disadvantage.

Smith, David.; and Sugarman, Leonie.
AN EVALUATION OF THE GOVERNMENT WORK EXPERIENCE PROGRAM FOR THE YOUNG UNEMPLOYED.
British Journal of Guidance and Counselling 9, 1 (Jan. 1981) 65-73.

This article summarizes qualitative data captured from group interviews with selected clients and questionnaires mailed to all of the 235 participants (77 percent returned). There was no control group. Eighty-six percent of participants enjoyed the program. Eighty-two percent said that it increased their confidence. Eighty-two percent said that the WEP provided their first job since leaving school.

CANADIAN SOURCES

Ahrens, Don; and Sainte-Onge, Hubert.
ONTARIO CAREER ACTION PROGRAM. PHASE II. EVALUATION REPORT.
Ontario Ministry of Colleges and Universities.
January 1977.

This is an internal evaluation dealing with phase two of the OCAP program which placed youth in public sector jobs. There was a telephone survey involving 400 OCAP graduates, 380 supervisors and 400 applicants who were not selected. Selection was based on matching of education and occupational preferences with the training positions which were available. Graduates were interviewed an average of 2 months after leaving the program. There were no significant differences between graduates and the unselected in terms of full-time employment. Forty-four percent of graduates who were not working had returned to school as opposed to 30 percent of the unselected. Those actively seeking and available for employment represented 25 percent of OCAP graduates and 35 percent of the unselected. Employed graduates expressed more job satisfaction and were more likely to find work

in their chosen career area. Of those who had jobs, unselected applicants were more likely to be working in the private sector than OCAP graduates. The costs and causes of youth unemployment are also discussed.

Employment and Immigration Canada,
Program Evaluation Branch, Special Needs Division.
AN EVALUATION OF THE WECC PILOT PROGRAM.
Sept. 1982.

This is an outline of a proposed study. The authors proposed looking for the impact of the counselling in terms of earnings, occupational expectations, job search behaviour, training and education, along with client perceptions and attitudes. The idea of using regular CEC female clients as a control group was considered but rejected because of lack of time. They also considered using existing databases as a control (i.e. Leap, Outreach). This was rejected as being too time consuming and costly. They planned to allow 9 months for the follow up survey and assumed a response rate of 65 percent. They planned to do 1300 interviews and budgeted $26,000.00 for the project.

Employment and Immigration Canada,
Program Evaluation Branch, Strategic Policy and Planning.
EVALUATION OF SPECIALIZED YOUTH UNITS.
Oct. 1985.

Specialized Youth Units were established in 1982 in eleven cities across Canada. Six units had their own facilities while the rest operated within regular CEC facilities. Their purpose was to reduce barriers to employment of disadvantaged youth (15-19) through intensive employment counselling services. The programs' objectives were to help clients develop more realistic employment goals, make plans to achieve these goals and to facilitate the clients' successful integration into the labour force. Counselling generally centred on the following subjects:
a) preparation for job search;
b) immediate job openings;
c) career counselling;
d) training courses clients might enter; and
e) returning to school.

The report is an internal one. It has the tone of a general evaluation. Program goals and their achievement are discussed.

A post-program employment history was taken via a telephone survey of a random sample of clients who were compared to a random sample of regular CEC clients and Outreach clients who were matched with the treatment group for sex, age, and education. Groups were compared in terms of pre-program outcomes as well as post-program outcomes. Pre-program outcome data came from client records. In the telephone survey clients were interviewed 2 to 17 months after they registered in the program. The final sample size for the treatment group was 541. The

successful response rate was 38 percent. For the regular CEC comparison group the final sample size was 320 with a successful response rate of 43 percent. For the Outreach comparison group the final sample size was 155 with a response rate of 44 percent.

The term of reference used as a measure of program impacts was called the increase in employability. The groups were compared on the percentage of time employed (when in the labour force) in the 12 months prior to registration and from the time of registration to the time of the survey. The SYU clients increased their percentage by 25 points pre- to post-program, while the regular CEC clients actually decreased by 3 points. This is taken as a demonstration of the success of the program. SYU clients were also found to average about $1.00 more per hour in wages than their regular CEC counterparts. SYU clients gave positive subjective reports as to the effectiveness of SYUs. SYUs were also found to be cost beneficial.

Fields, W.B.
ONTARIO CAREER ACTION PROGRAM IN INDUSTRY 1977-78 EVALUATION REPORT.
Ontario Ministry of Colleges and Universities.

This internal report used three questionnaires: one for employers, one for trainees and one for OCAP supervisors. The questionnaires were administered by CAAT OCAP coordinators mostly in person (a small number by telephone). Most trainees (78 percent) had grade 12 or more. The response rate was 67 percent for trainees. Most of the data was qualitative. Sixty-two percent of OCAP grads secured employment after the leaving program (74 percent of these with the same employer as OCAP placement). Nineteen percent returned to school. Seventeen and a half percent were neither working nor in school. Various other data were gathered concerning career goals and opinions of the usefulness of the counselling. The most successful trainees were those who had worked previously and changed their career goals. Only 10 percent of OCAP grads were still undecided about their career goal.

Hickling-Johnson Limited.
AN EVALUATION OF THE ONTARIO CAREER ACTION PROGRAM.
A Study Undertaken for the Manpower Training Branch, Ministry of Colleges and Universities, Government of Ontario.
May, 1981.

This study combined the use of focus groups, and personal interviews with a sample of community college personnel and a telephone survey with approximately 1200 respondents from across Ontario. The report is comprehensive, covering all aspects of program delivery and effects.

The telephone survey of trainees which was done 8-14 months after completion of OCAP training involved two comparison groups: "exits" (non-completers) and "non-contacts" (those who had applied, been deemed eligible, but had not been heard from

subsequently). The three groups were found to be matched in terms of length of unemployment, number of previous job applications, sex, living arrangements, and means of support. The non-contacts were slightly younger and less educated than the other two groups. OCAP graduates were significantly more successful in obtaining full-time employment than the other two groups. They also had a significant advantage in job satisfaction and obtaining career related jobs. There were no differences between groups with respect to the likelihood of returning to school.

An attempt was made to measure the effect of counselling. The authors reported that this was nearly impossible for the following reasons:

a) lack of a universally accepted definition of counselling;
b) the variety of sources of counselling in the program (employer, college, OCAP coordinator);
c) uncertainty of some trainees as to who was responsibile for providing them with counselling; and
d) the fact that OCAP's counselling activities are still in the pilot stage.

In fact, only 50 percent of OCAP graduates and 25 percent of "exits" reported receiving any counselling. Training/work experience was the main factor correlating with career clarification. There was no difference between those who got training/counselling and those who got training only in terms of full-time employment outcomes. Those who got counselling only (some of the "exits") did half as well in that respect. Those who got neither did slightly better than those who got counselling only. No difference was found between those who received 4 hours of counselling and those who received 8 hours. Counselling was judged to be useful by the recipients. The length of training period (more or less that 12 weeks) was not a factor.

Johnson, Laura C.; and Reitz, Jeffrey G.
YOUTH UNEMPLOYMENT IN METROPOLITAN TORONTO.
Social Planning Council of Metropolitan Toronto.
September 1981.

The objective of this report is to describe the nature and extent of employment and unemployment among Toronto youth and to examine some of its causes and consequences. Personal interviews were done with a sample of 272 non-student youth (May-Aug. 1979) and interviews with a small sample of selected employers.

The authors provide little support for the notion that youth unemployment can be attributed to poor work attitudes, a decline in the work ethic, or excessive expectations on the part of youth. Rather, youth unemployment is more likely to be explained by a lack of jobs. The youngest, least educated and least connected are most vulnerable. Many young workers change jobs frequently. Living with parents did not appear to affect likelihood of employment. The major difference between youth with lower and higher work ratios (months worked/months in labour

force) was education. Lower educated youth whose fathers had a relatively high education level were more likely to find work than those whose fathers had lower education levels.

Johnson, Laura C.
YOUTH AND EMPLOYMENT: BASELINE REPORT ON YOUNG PEOPLES' WORK EXPERIENCE AND ATTITUDES.
Joint Task Force on Youth And Employment and Social Planning Council of Metropolitan Toronto.
October 1986.

This report presents results from the first phase of an ongoing study of Metropolitan Toronto youth and their transition from school to work. Similar studies are being carried out in Edmonton and Sudbury. The study compares high school graduates (n=754) and university graduates (n=537). Detailed demographic information is provided as well as data on respondents' attitudes towards work and school, job search strategies, career plans, work experience and opinions about social issues. One interesting piece of data showed that low educated youth whose fathers had a relatively high education level were more likely to find work than those whose fathers didn't finish high school.

Levy-Coughlin Partnership, Inc.
AN ASSESSMENT OF THE ONTARIO CAREER ACTION CENTRES.
Prepared for the Manpower Training Branch, Ontario Ministry of Colleges and Universities.
1979.

This report combines qualitative and quantitative analysis using data from both a telephone survey (3 minutes) and a written questionnaire. Three centres, Thunder Bay, Windsor and Niagara were evaluated. Windsor was the only centre where the mailout was used (30 out of 260 clients responded). In this study a distinction was made between program completers and non-completers. The total sample was 271 (190 completers and 81 non-completers). The findings with respect to the employment status of subjects were as follows:

1) 67 percent of completers were employed (58 percent full-time, 9 percent part-time);
2) 58 percent of non-completers were employed (44 percent full-time, 14 percent part-time);
3) 28 percent of completers were unemployed; and
4) 22 percent of non-completers were unemployed.

Program completers reported twice as much job satisfaction as non-completers.

New Brunswick Department of Labour and Human Resources, Employment Development Branch.
PRIVATE SECTOR EMPLOYMENT PROGRAM EMPLOYER SURVEY 1983-84.

This is an internal report on the Private Sector Employment Program which was offered in 1983-84. The program was designed to stimulate the development of new and potentially permanent employment opportunities in the private sector. Wage subsidies

were offered to businesses ($2.50 / hour for employees over 25, and $2.75 / hour for employees under 25). This funding was for a 26 week period extended over 34 weeks. Weeks 1-12 were funded, weeks 13-20 were not funded, and funding was restored for weeks 21-34.

The report profiles the types of businesses involved in the program, notes the number of employees they hired, and whether or not the employees were kept on after the funding ended. Fifty-six percent of employers indicated that their first employee (hired through the program) would be retained after the 34 week period. The figure was reduced to 40 percent for the second employee and 20 percent for the third employee.

The report also contains an analysis of the program by provincial region.

New Brunswick Department of Labour and Human Resources, Employment Development Branch.
STUDENT VENTURE CAPITAL PROGRAM 1985-86.

This is an internal report. The Student Venture Capital Program provided loans of up to two thousand dollars to help students start their own summer businesses. Eighty-three applications were received. Seventy-three were approved. Sixty-nine loans were taken out.

Forty-two students responded to the mailed questionnaire. Of these, 76 percent reported that their business was successful. It was estimated that 129 jobs were created by the program.

The report goes on to describe the nature of the businesses created, the problems that were encountered, the number of students who repaid their loans and the number who returned to school.

Ontario Ministry of Colleges and Universities.
DISCUSSION DRAFT. AN EVALUATION OF THE CREATING A CAREER PROGRAM IN ONTARIO.
Project Supervised by Don Ahrens.
March-June 1978.

This document details some of the problems occurring in the survey. Poor memory of participants created a reliability problem. Clients had trouble remembering how long they had been unemployed. Many answers proved to be incorrect. Dropouts were compared to completers. Dropouts were contacted after 3-5 weeks (80 percent success rate in contacting) and completers were contacted after 8-12 weeks (75 percent success rate). Each successful contact required between 2-3 calls. Forty percent were successfully contacted on the first call. Most of the data is qualitative.

Sarda, G.K.; and Macdonell, Susan.
GENERALIZED COST BENEFIT ANALYSIS AND EVALUATION REPORT ON THE WINNIPEG YOUTH CAREER COUNSELLING CENTRE.
Dec. 1978.

This report was prepared using terms of reference provided by the Strategic Planning and Evaluation Branch of the Department of Manpower and Immigration. It largely is taken up with the cost benefit analysis but there was a small survey done on 28 former clients (only 6 of them had not finished high school). A random sample of 75 (one in ten) had been drawn. Most of the data is demographic and qualitative in nature and concerns itself with proving the need for counselling and program delivery. Thirty-nine percent of the sample was unemployed, 36 percent were employed full-time, 7 percent were employed part-time, and 18 percent were attending school or training programs. Seventy-three percent of those who had a definite career plan were self referrals. Those without a definite career plan tended to be referrals from CMC.

It was concluded that counselling is needed and that the centre was reaching the target group.

Youth Services Branch, Employment Development Agency, Government of Saskatchewan.
SASKATCHEWAN ACCESS...YOUTH EMPLOYMENT 1984-85 PROGRAM EVALUATION.

The Saskatchewan Access program is designed to help youth aged 16-24 gain the employment experience necessary in order to obtain full-time lasting employment. Employers who hire members of the target group may apply for wage subsidies of up to $2.50 / hour per employee for a 30- to 40- hour work week. Subsidies are available for 24-30 weeks.

The evaluation involved questionnaires for employees, employers, and Canada Employment Centre staff who helped to administer the program. Employees were surveyed while they were still in the program.

The data consist mainly of demographic information and opinions about the quality of the program and its delivery. Thirty-nine percent of those surveyed reported that Saskatchewan Access led to their first full-time job. Seventy-seven percent expected to be retained by their employer after the program ended.

APPENDIX B

Telephone Survey Questionnaire

ID #: EPYC ___ ___ ___
COMP ___ ___ ___

Name: _____

Phone Number: _____

_____

Address: _____

Contact Record

Date/Time Result

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FILE INFORMATION

Sex: _____

Age: (now) _____ (at time of school leaving) _____

Educational Attainment at time of school leaving/EPYC Contact: _____

Date of EPYC contact: _____

Number of visits: _____

Type of Counselling Received: _____

Date of School leaving: _____

EPYC FOLLOW-UP SURVEY -- QUESTIONNAIRE

INTRO (TREATMENT GROUP) Hello, I'm John Hoffman. I work with the EPYC Centre. (PAUSE. MAKE SURE SUBJECT UNDERSTANDS) I understand that you came to EPYC for help with your job search in 1982. (WAIT. ANSWER QUESTIONS) We are doing a survey to learn the work and education background of Peterborough youth. Your information will be very important to our efforts to find better ways to help people get jobs. I'd like to ask you some questions about your work experience. Your answers will be kept confidential. It should take about ten minutes. (WAIT FOR AGREEMENT. ANSWER ANY QUESTIONS).
Thanks very much.

(GO TO Q-1)

INTRO (COMPARISON GROUP) Hello, I'm John Hoffman. I work with the EPYC Centre, a non-profit organization which offers free job search counselling to young people in Peterborough. (ANSWER ANY QUESTIONS) We are doing a survey to learn the work and education background of Peterborough youth. Your information will help us to find better ways to help people get jobs. I'd like to ask you some questions about your work experience. Your answers will be kept confidential. It should take about ten minutes.
(WAIT FOR AGREEMENT. ANSWER ANY QUESTIONS).
Thanks very much.

First of all can you tell me if you've ever been to the EPYC Centre for counselling?

NO____ (IF NO GO TO Q-1)
YES____

(IF YES)
Do you remember when that was?_____

(IF SUBJECT WAS AN EPYC CLIENT IN BETWEEN APRIL 1982 AND APRIL 1983 THEY SHOULD BE MADE PART OF THE TREATMENT GROUP). (GO TO Q-1)

(IF SUBJECT WAS AN EPYC CLIENT AFTER APRIL 1983 THEY SHOULD NOT BE USED. TERMINATE INTERVIEW).

Thanks for your help but for our survey we need to talk to people who came to EPYC between April 1982 and April 1983 or who have never been clients of EPYC.

Q-1 (ASK BOTH GROUPS)
(a) Have you ever received (any other) employment counselling of any kind?

YES____ (IF YES GO TO 1. (b)
NO ____ (IF NO GO TO WORK HISTORY)

(IF YES)

(b) Where did you get this counselling?_____

(c) When was that?_____

(d) Please describe it briefly?_____

_____

WORK HISTORY

Now I'm going to ask you some questions about your work experience. This would include going to school, periods of unemployment, part-time and temporary jobs as well as full-time jobs. I'm going to start with what you're doing right now and go backwards in time.

Q-2 So, what are you doing right now? Are you working, going to school or not working?

WORKING _____ (GO TO (<A>)
GOING TO SCHOOL_____ (GO TO (<B>)
NOT WORKING _____ (GO TO (<C>)

<A> (IF WORKING)

CODE

On average, how many hours a week do you work? _____
24 OR MORE____ (IF 24 OR MORE GO TO ITEM (<i>)
LESS THAN 24____

Are you going to school full-time or part-time? FT___ (IF YES GO TO <B>)
PT___

Are you looking for full-time work? YES___
NO___

<i> When did you start this job?_____ **DATE**

Present Date_____ TIME_____

How did you get this job?_____
_____

(SKIP TO TOP OF NEXT PAGE)

<B> (IF IN SCHOOL)

What course are you taking?_____
Where are you taking it? U___ CC___ HS____
OTHER (SPECIFY)_____

Are you in school full-time or part-time? FT _____
(IF FT GO TO ITEM <ii>)
PT _____

How many hours of classes do you have per week?_____
(IF LESS THAN TRUE PART-TIME COURSE LOAD
SCORE AS NOT WORKING. GO TO <C>)

Are you working? YES ____ (SKIP TO ITEM <ii>)
NO ____

Are you looking for work? YES ____ (IF YES GO TO ITEM <ii>)
NO ____

Are you available for work? YES ____
NO ____

<ii> When did you start this course? _____ TIME_____

Present date _____ **DATE**

(IF SUBJECT WAS GOING TO SCHOOL ONLY SKIP TO TOP OF NEXT PAGE
(IF SUBJECT WAS WORKING AS WELL GO BACK TO <A>)

<C> (IF NOT WORKING)

Are you looking for work? YES _____ (IF YES GO TO ITEM <iii>)
NO _____

Are you available for work? YES _____
NO _____

<iii> Did you have any temporary jobs in this period? YES___ (EXPLAIN NEED TO KNOW ABOUT ALL JOBS)
NO___ (SKIP TO <iv>)

How many?___How long did they last?____(IF NONE LASTED MORE THAN 1 WK SKIP TO <iv>)
When did the last of these end?_____ (SKIP TO <A> ON NEXT PAGE)

<iv> When did this period of unemployment begin?_____ **DATE**

Present Date 63 TIME_____

Now I want to ask you the same sort of questions about what you were doing **just before** you started your present job/schooling/unemployment. Were you:

GOING TO SCHOOL_____ (GO TO <B>)
NOT WORKING _____ (GO TO <C>)
WORKING _____

(IF WORKING)

Did this job last right up to the time you got your current job/started school/became unemployed? YES____ (IF YES GO TO <A>)
NO ____

Was there a period of unemployment between the two?
YES____ (IF YES GO TO <C>)
NO ____

Did you go to school for a while between the two?
YES____ (IF YES GO ON TO SECTION <B>)
NO ____ (IF NO PROBE)

<A> (IF WORKING)

On average how many hours a week did you work? _____
24 OR MORE ___(IF 24 OR MORE GO TO ITEM <i>)
LESS THAN 24 ___

Were you looking for full-time work? YES___
NO___

<i> When did you start this job? _____ **DATE** TIME_____
When did you leave this job? _____

How did you get this job? _____

(SKIP TO TOP OF NEXT PAGE)

<B> (IF IN SCHOOL)

What course were you taking?_____
Where were you taking it? U___ CC___ HS___
OTHER (SPECIFY)_____
Were you in school full-time or part-time? FT ____
(IF FT GO TO ITEM <ii>)
PT ____

How many hours of classes did you have per week? _____
(IF LESS THAN TRUE PART-TIME COURSE LOAD
SCORE AS NOT WORKING. GO TO <C>)

Were you looking for work? YES _____ (IF YES GO TO ITEM <ii>)
NO _____
Were you available for work? YES _____
NO _____

<ii> When did you start this course? _____
When did you leave it? _____ **DATE** TIME_____
(SKIP TO TOP OF NEXT PAGE)

<C> IF NOT WORKING)

Were you looking for work? YES _____ (IF YES GO TO ITEM <iii>)
NO _____
Were you available for work? YES _____
NO _____

<iii> Did you have any temporary jobs in this period? YES___(IF YES EXPLAIN NEED TO KNOW ABOUT ALL JOBS)
NO___(SKIP TO <iv>)

How many?___How long did they last?___(IF NONE LASTED MORE THAN 1 WK. SKIP TO <iv>)
When did the last of these end?_____ (SKIP TO <A> ON NEXT PAGE)

<iv> When did this period of unemployment begin?_____**DATE**
Date subsequent activity began_____ TIME_____

Q-3 (IF CURRENTLY EMPLOYED)
I'm going to ask you a few questions about the job you have right now.
(IF UNEMPLOYED OR IN SCHOOL)
I'm going to ask a few questions about the last job you had.

I'd like to know how satisfied you are/ were with that job. Would you say (CIRCLE APPROPRIATE TENSE)

	CODE
VERY SATISFIED	1
SATISFIED	2
NOT SATISFIED	3
D.K./REFUSE	4

Q-4 On average, what is/was the rate of pay in that job?
_____wk _____hr. _____/month

(IF SUBJECT IS UNWILLING TO DIVULGE SALARY)
I'm going to read a list of salary ranges . I'd like you to stop me when I reach your range.

$4.35 - $5.35/hr. _____
$5.36 - $6.35/hr. _____
$6.36 - $7.35/hr. _____
$7.36 - $8.35/hr. _____
$8.36 - $9.35/hr. _____
OVER $9.35/hr. _____

(IF FIGURE GIVEN IS WEEKLY OR MONTHLY SALARY)
Is/Was that your take home pay or gross pay?
TAKE HOME _____
GROSS _____ (SKIP TO <v>)

(IF TAKE HOME)
What is/was your gross pay? _____

<v> Do/Did you receive tips? YES_____ NO_____

(IF YES, ADD $1.25/hr. _____
(EXPRESS AS HOURLY WAGE) TOTAL $_____hr.

Now I'm going to ask a few questions about your education.

Q-5 Have you had any other educational or skill training such as apprenticeships or manpower training courses since ...leaving school originally?
you first came to EPYC?
NO_____
(IF NO SKIP TO Q-6)
YES_____
(IF EPYC) WHEN?_____

(IF YES) What sort of course was it? _____
How long did it last? _____

Q-6 What is the highest grade level you have completed up to now? _____

Q-7 Did you have a job lined up when you left school originally?
YES ____
NO ____ (IF NO SKIP TO Q-8)

(IF YES) Was this a full or part-time job?
FT ____
PT ____

Q-8 What do you think it takes for a young unemployed person to get a job?

_____

Q-9 I'm going to read a list of ways that people get jobs. I'd like you to rate the importance of each one in your job-finding experience. Please rate them as not important, important or very important.

		NOT IMPORTANT	IMPORTANT	VERY IMPORTANT
a)	knowing the right people			
b)	doing a complete and thorough job search			
c)	being in the right place at the right time			
d)	making a good impression on employers			

Q-10 Which of these would you say is the most important?
a) _____ b) _____ c) _____ d) _____

(COMPARISON GROUP SKIP TO Q-12)

(TREATMENT GROUP ONLY)
I'm going to ask you a question about the EPYC Centre now.

Q-11 Thinking back to your visits to the EPYC Centre, what did you learn at EPYC which helped you to get a job later on?

_____

Q-12 What is your birthdate?_____

Thank you very much for your help.

We would like to send you a follow-up questionnaire. From completed questionnaires, which are returned, we will be selecting one person to receive a $100.00 gift certificate from a local store. May I have your current address?

_____

Thanks again for your help.

APPENDIX C

Mail Survey Questionnaire

EMPLOYMENT SURVEY

PETERBOROUGH

EMPLOYMENT PLANNING AND YOUTH CAREER CENTRE

ALL ANSWERS WILL BE KEPT CONFIDENTIAL
THERE ARE NO RIGHT OR WRONG ANSWERS, YOUR ANSWERS ARE IMPORTANT

_____

E.P.Y.C. CENTRE EMPLOYMENT SURVEY

1. How would you describe the chances of employment for young people in Peterborough, on a scale of 1-10 where one is very poor and ten is very good. Please circle the appropriate number

VERY POOR VERY GOOD
1--2--3--4--5--6--7--8--9--10

2. How confident would you feel about the chance of finding another job within the next two weeks? On a scale of 1-10, one is very poor and 10 is very good. Please circle the appropriate number.

VERY POOR VERY GOOD
1--2--3--4--5--6--7--8--9--10

3. Which of the following techniques or places have you tried when looking for a job. Please place a check mark beside the appropriate one(s). You may check more than one.

1) __ NEWSPAPER ADS
2) __ CANADA EMPLOYMENT CENTRE
3) __ E.P.Y.C. CENTRE OR OTHER EMPLOYMENT COUNSELLING AGENCIES
4) __ FRIENDS
5) __ RELATIVES
6) __ WALK-IN (approached employers who had not advertised)
7) __ PHONE CALLS (called employers who had not advertised)
8) __ LABOUR UNIONS
9) __ INDUSTRIAL DIRECTORIES
0) __ OTHER, PLEASE SPECIFY _____

4. Which one of the <u>above</u> have you found most successfull in helping you locate work? Please indicate by number.

_____

5. Consider the following statements on work. Please circle the one statement which you agree with the most?

A) I WORK BECAUSE I NEED THE MONEY TO SUPPORT MYSELF

B) BY WORKING I FEEL I AM CONTRIBUTING TO SOCIETY

C) WORKING GIVES ME THE CHANCE TO FIND OUT WHAT I DO BEST

D) I WORK BECAUSE ALL ADULTS SHOULD WORK

6. Are you currently working? Please circle the correct answer

1 YES ..... IF YES CONTINUE TO QUESTION # 7

2 NO ..... IF NO PLEASE GO TO QUESTION # 9

IF WORKING

7. On a scale of 1-10, how satisfied are you with your current job, where one is very unsatisfied and 10 is very satisfied?

VERY UNSATISFIED VERY SATISFIED
1--2--3--4--5--6--7--8--9--10

8. If you are working, do you think that you will be doing the same type of work, one, three or five years from now? Please circle your response for each time period.

1 YEAR.....YES.....NO

3 YEARS.....YES.....NO

5 YEARS.....YES.....NO

8b. Why do you think you would/would not be at this type of work this long? Please answer below.

_____

PLEASE GO TO QUESTION # 11

****
****

IF NOT WORKING

9. On a scale of 1-10, how satisfied were you with your most recent job, where one is very unsatisfied and 10 is very satisfied.

VERY UNSATISFIED VERY SATISFIED
1--2--3--4--5--6--7--8--9--10

10. Think of your last job. Do you think that you will be doing the same type of work one, three or five years from now? Please circle your response for **each** time period.

1 YEAR.....YES.....NO

3 YEARS.....YES.....NO

5 YEARS.....YES.....NO

10b. Why do you think you will/willnot be doing that type of work at a later date? Please answer below.

_____

PLEASE CONTINUE TO QUESTION # 11

****
********** **********

EVERYONE ANSWER

11. While you were attending high school, (before coming to EPYC), did you have any:

PART TIME JOBS?
1 YES IF YES, HOW MANY? _____
2 NO

SUMMER JOBS
1 YES IF YES, HOW MANY? _____
2 NO

12. What type of assistance did you **expect** when you first came to E.P.Y.C.? Please put an " X" by the service(s) you **expected** to receive. You may indicate more than one.

___ A) CAREER COUNSELLING (includes testing for work you might enjoy)
___ B) EDUCATIONAL COUNSELLING (assistance in finding a school program)
___ C) LEARN HOW TO JOB SEARCH
___ D) INTERVIEW SKILLS
___ E) JOB PLACEMENT
___ F) OTHER, PLEASE SPECIFY _____

13. What services **did you receive** when you came to E.P.Y.C.? Please put an "X" beside the service(s) you **did receive**. You may indicate more than one.

___ A) CAREER COUNSELLING (includes testing for work you might enjoy)
___ B) EDUCATIONAL COUNSELLING (assistance in finding a school program)
___ C) LEARN HOW TO JOB SEARCH
___ D) INTERVIEW SKILLS
___ E) JOB PLACEMENT
___ F) OTHER, PLEASE SPECIFY _____

14. Why did you stop coming to E.P.Y.C.? Please put an "X" beside the reason(s). You may indicate more than one.

___ A) FOUND A JOB ON OWN
___ B) FOUND A JOB WITH E.P.Y.C. CENTRE'S ASSISTANCE
___ C) RETURNED TO SCHOOL
___ D) DID NOT FEEL E.P.Y.C. COULD HELP
___ E) LEARNED ENOUGH TO JOB SEARCH ON OWN
___ F) WAS NO LONGER LOOKING FOR WORK
___ G) OTHER, PLEASE SPECIFY _____

15. How many jobs would you say you have had in the past four years? Please answer in the space provided.

_____ JOBS IN THE PAST FOUR YEARS

16. What **number** of jobs did you have in each of the following areas during the past four years? (Total should match answer # 15)

_____ RESTAURANT
_____ OFFICE/CLERICAL
_____ FARMING
_____ CONSTRUCTION/LABOURER
_____ SKILLED TRADES i.e. carpentry, electrical, etc.
_____ SALES, RETAIL STORE
_____ FACTORY
_____ SOCIAL SERVICE i.e. nursing home, nursery, etc.
_____ OTHER, SPECIFY _____

17. How many times did you leave a job for any of the following reasons in the past four years? Please **indicate the number of times** for each reason on the line beside it.

_____ GOT A BETTER JOB
_____ GOT LAYED OFF
_____ MOVED
_____ QUIT
_____ GOT FIRED
_____ HEALTH (includes pregnancy)
_____ JAIL OR LEGAL PROBLEMS
_____ TEMPORARY OR SEASONAL WORK

18. If you are or were looking for work today, would you use the services of E.P.Y.C. or a similar employment agency?
Please circle your answer.

1 YES

2 NO

19. Why or why not? Please answer on the lines provided.

_____

_____

20. How would you rate the importance of each of the following in obtaining a job, on a scale of 1-10, where one would be very unimportant and ten would be very important? Please indicate your rating on the line beside the statement.

	VERY UNIMPORTANT	VERY IMPORTANT
1) SPECIFIC JOB SKILLS	1--2--3--4--5--6--7--8--9--10	
2) GOOD WORK HABITS	1--2--3--4--5--6--7--8--9--10	
3) RELATED EXPERIENCE	1--2--3--4--5--6--7--8--9--10	
4) GOOD REFERENCES	1--2--3--4--5--6--7--8--9--10	
5) GRADE 12 EDUCATION	1--2--3--4--5--6--7--8--9--10	
6) WHO YOU KNOW	1--2--3--4--5--6--7--8--9--10	
7) GOOD ATTITUDE	1--2--3--4--5--6--7--8--9--10	
8) LUCK	1--2--3--4--5--6--7--8--9--10	
9) MOTIVATION	1--2--3--4--5--6--7--8--9--10	

21. If you were asked to give advice to a young person about to enter todays job market, what would you tell him/her?
Please answer in your own words and do not worry about spelling.

_____

_____

_____

_____

22. How old are you now? Please answer in the space provided.

_____ YEARS OLD

23. Are you male or female? Please circle the correct response.

1. MALE

2. FEMALE

24. What is the **highest** level of education you have completed? Include high school, college and university. Please indicate on the line below.

_____

25. Do you: (Please circle the answer(s) that apply to you.)

A) OWN A HOUSE
B) LIVE WITH PARENTS
C) LIVE WITH HUSBAND/WIFE/COMMON LAW
D) RENT AN APARTMENT
E) BOARD
F) OTHER, PLEASE SPECIFY _____

THANK YOU FOR COMPLETING OUR SURVEY.

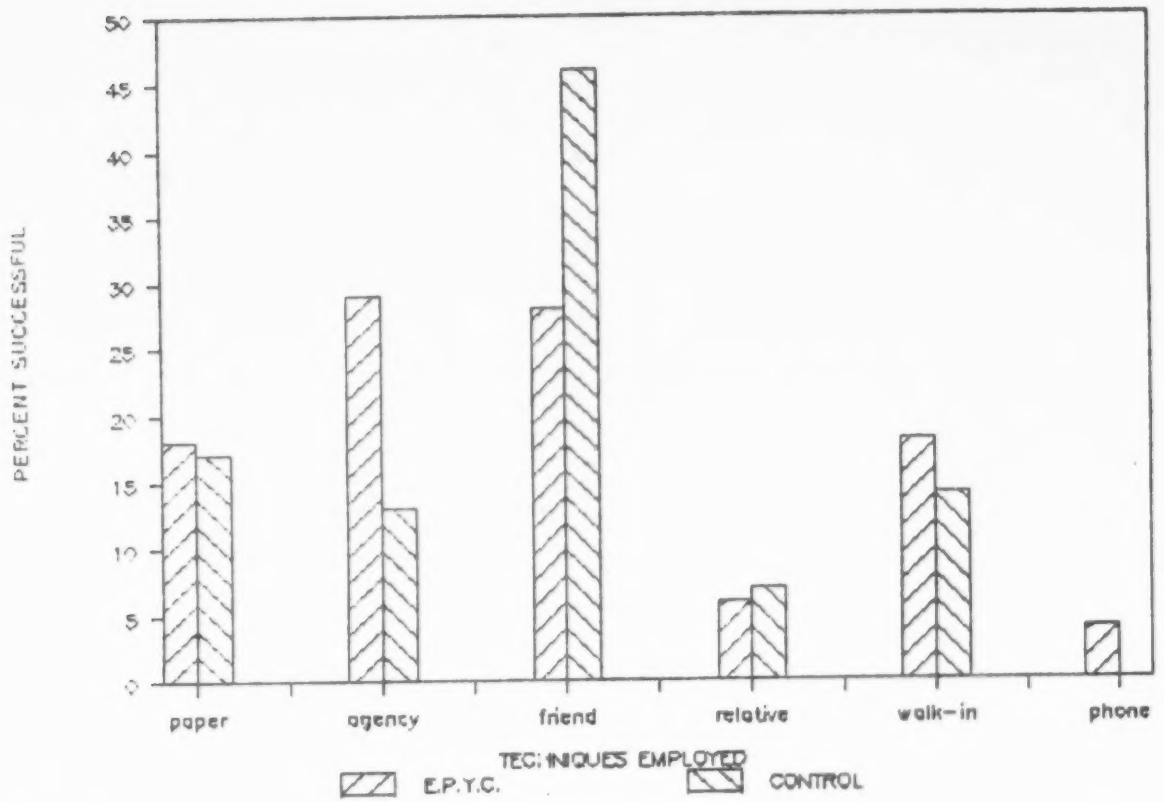
PLEASE MAIL THE COMPLETED FORM TO THE E.P.Y.C. CENTRE IN THE ENVELOPE PROVIDED.

IF YOU WOULD LIKE TO ADD ANY ADDITIONAL COMMENTS, PLEASE USE THE BACK OF THIS PAGE.

WE WILL HAVE THE RESULTS OF THE STUDY COMPLETED IN JUNE, IF YOU WOULD LIKE A COPY OF THE RESULTS PLEASE NOTIFY THE E.P.Y.C. CENTRE.

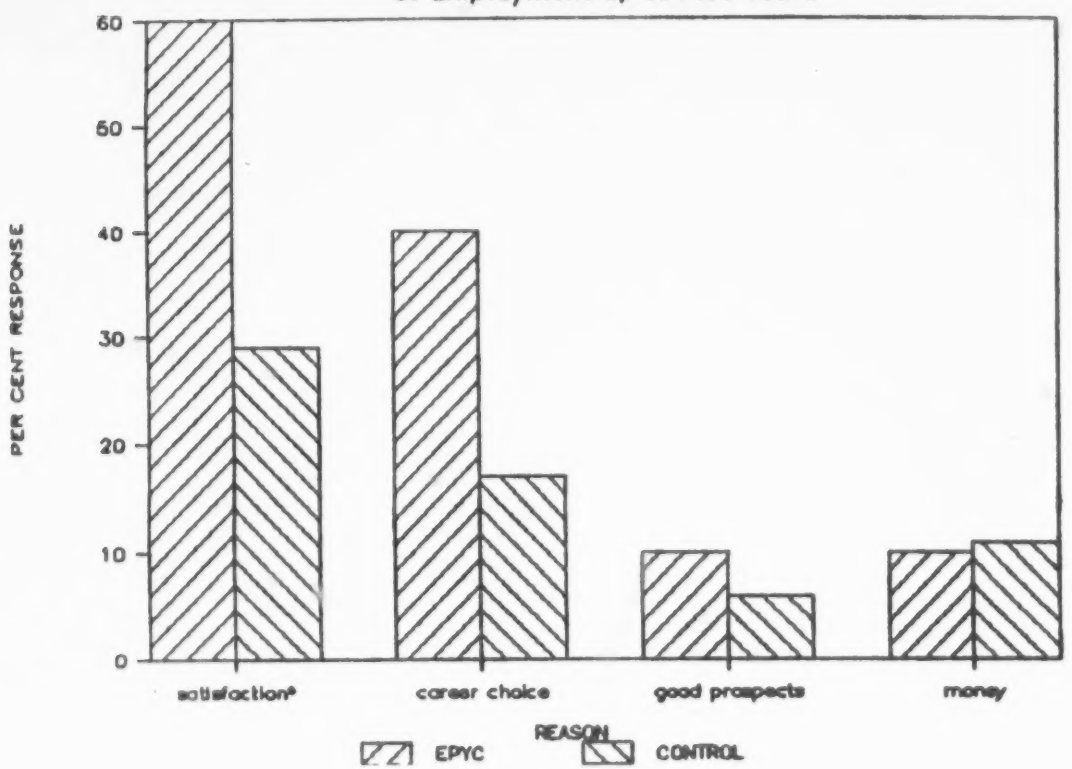
APPENDIX D

Percent Of Most Successful Techniques Used In Job Search



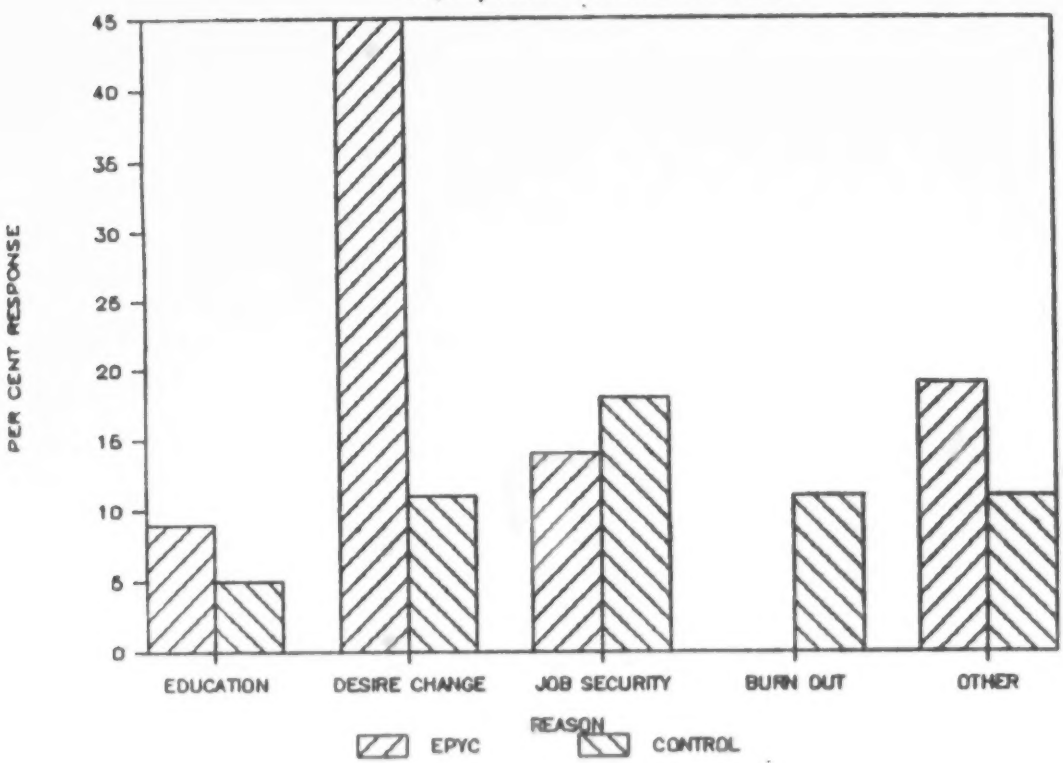
APPENDIX E

Percent Response to Reasons for Remaining in Current Field of Employment Up to Five Years

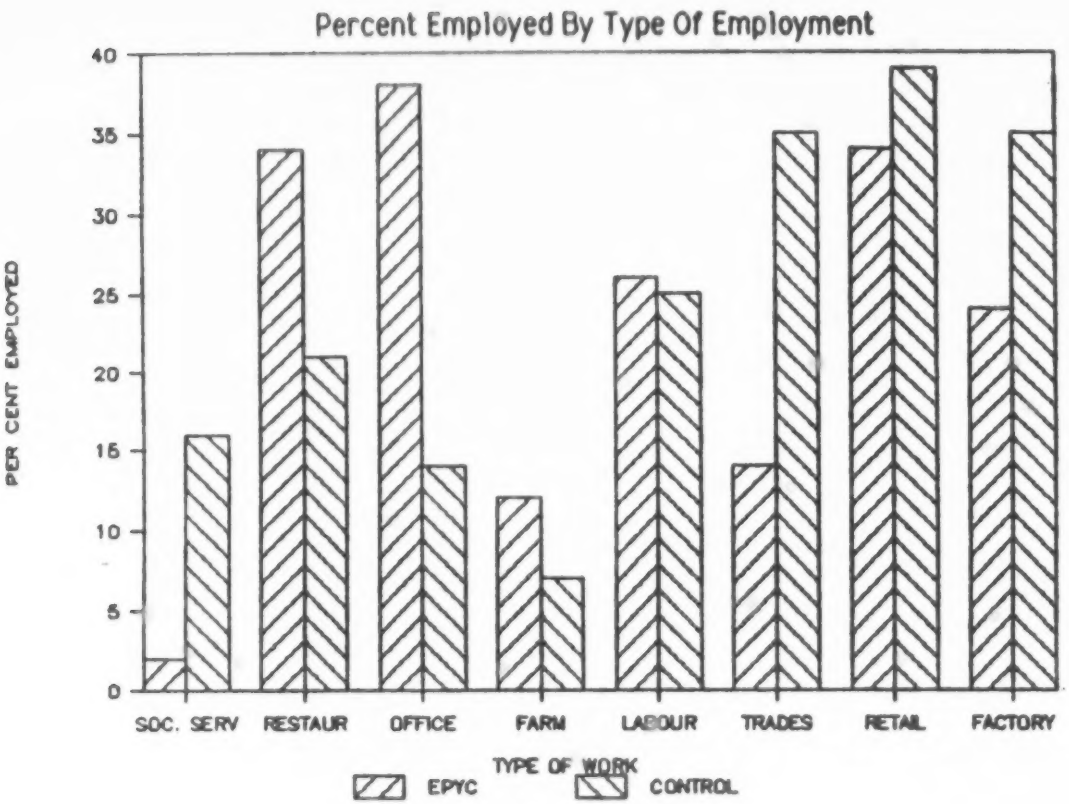


APPENDIX F

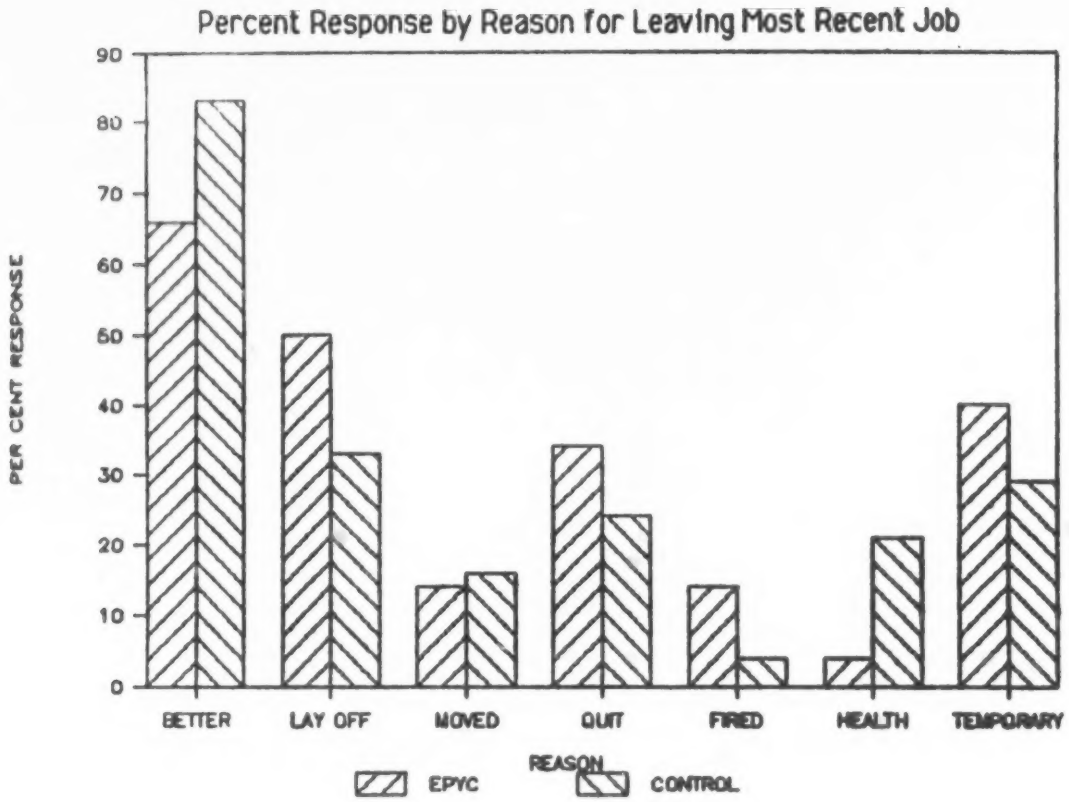
Percent Response to Reasons for Leaving Current Field of Employment Within Five Years



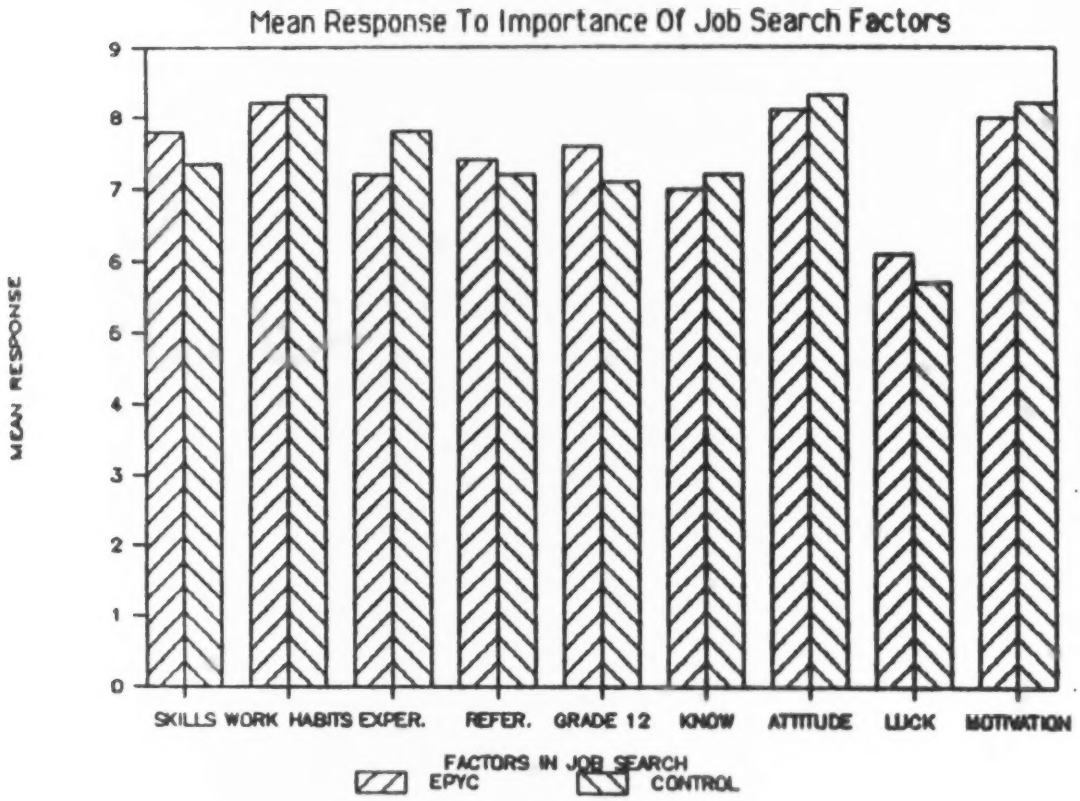
APPENDIX G


Percent Employed By Type Of Employment
PER CENT EMPLOYED
40
35
30
25
20
15
10
5
0
SOC. SERV
RESTAUR
OFFICE
FARM
LABOUR
TRADES
RETAIL
FACTORY
TYPE OF WORK
EPYC
CONTROL

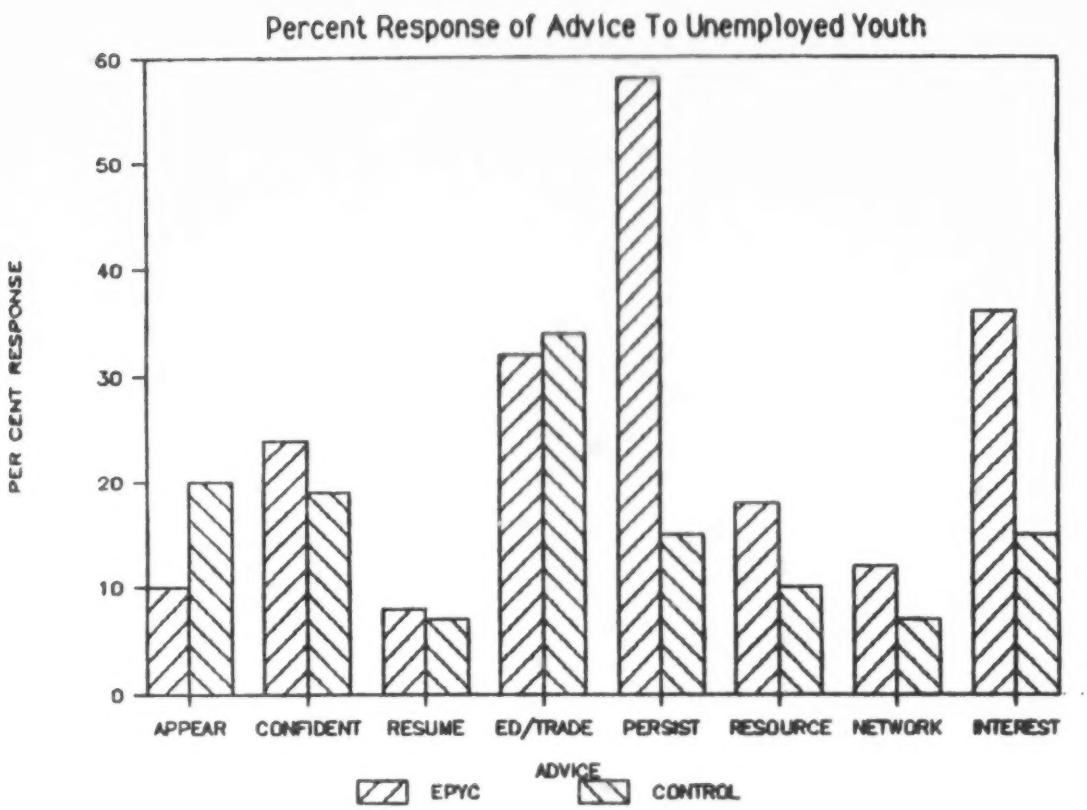
APPENDIX H


Percent Response by Reason for Leaving Most Recent Job
PER CENT RESPONSE
90
80
70
60
50
40
30
20
10
0
BETTER
LAY OFF
MOVED
QUIT
FIRED
HEALTH
TEMPORARY
REASON
EPYC
CONTROL

APPENDIX I

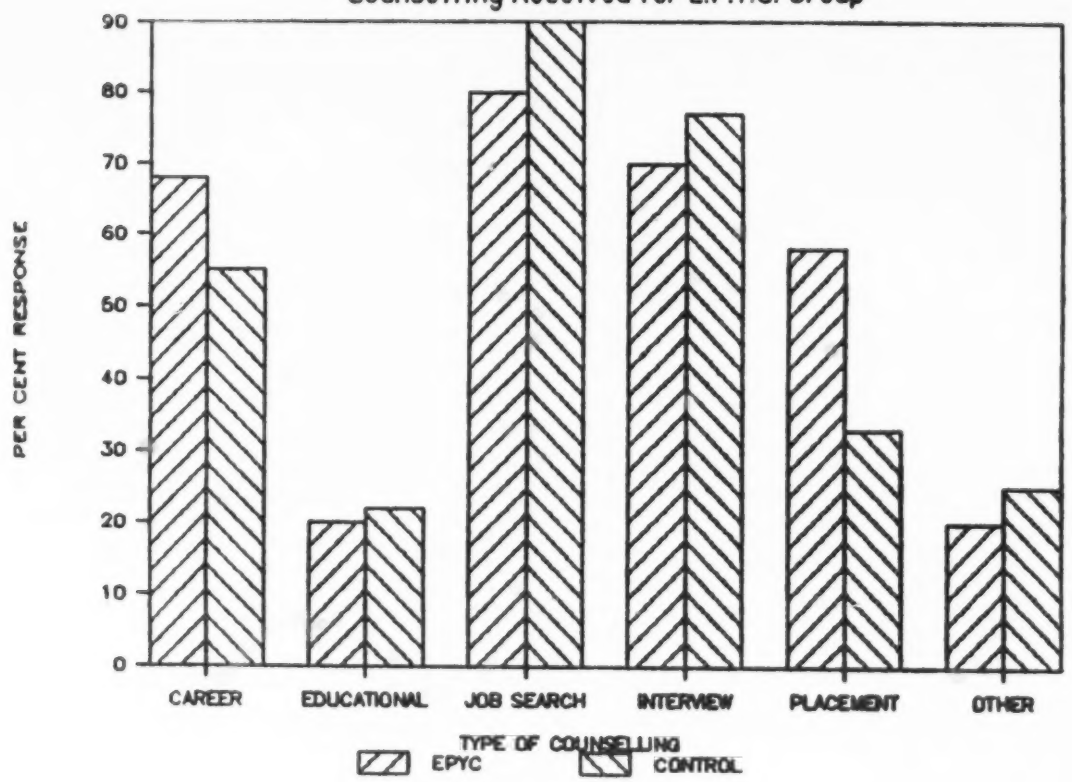

Mean Response To Importance Of Job Search Factors
MEAN RESPONSE
0
1
2
3
4
5
6
7
8
9
SKILLS
WORK HABITS
EXPER.
REFER.
GRADE 12
KNOW
ATTITUDE
LUCK
MOTIVATION
FACTORS IN JOB SEARCH
EPYC
CONTROL

APPENDIX J


Percent Response of Advice To Unemployed Youth
PER CENT RESPONSE
60
50
40
30
20
10
0
APPEAR
CONFIDENT
RESUME
ED/TRADE
PERSIST
RESOURCE
NETWORK
INTEREST
ADVICE
EPYC
CONTROL

APPENDIX K

Percent Response To Counselling Desired/
Counselling Received for E.P.Y.C. Group



APPENDIX L

Percent Response To Reason For Discontinuing E.P.Y.C.
For E.P.Y.C. Group